

*Under the Patronage of the Government of Bombay*

SELECTIONS FROM  
EDUCATIONAL RECORDS  
(BOMBAY)

PART II  
1815-1840

R. V. PARULEKAR  
AND  
C. L. BAKSHI

NARAYANRAO TOPIWALA MEMORIAL  
EDUCATIONAL RESEARCH SERIES

*Edited by*  
THE INDIAN INSTITUTE OF EDUCATION  
BOMBAY

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PART II

1815-1840

*Edited by*

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THE INDIAN INSTITUTE OF EDUCATION, BOMBAY

NARAYANRAO TOPIWALA MEMORIAL EDUCATIONAL  
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## PREFACE

This volume is the fourth in the 'Narayanrao Topiwala Memorial Educational Research Series'. It contains selected extracts from the *published* reports of three 'Societies' which took part in spreading modern education among the 'native' population of the Bombay Presidency, during the early years (1815-1840) of the British Rule. It contains also some selected documents from the Bombay Secretariat Records pertaining to education during the period 1820-1826.

The volume is divided into four Sections as under—

- I. The Bombay Education Society.
- II. The Bombay Native Education Society.
- III. The Native School Society, Southern Konkan.
- IV. Miscellaneous.

The printed reports of the first two Societies are now rare. A volume containing the reports of the Bombay Education Society (1815-1822) is available in the library of the Bombay Branch of the Royal Asiatic Society (No. Ae7). Regarding the reports of the Bombay Native Education Society, it has to be noted with regret that some of its reports are not now available not only in Bombay, but even in India. Copies of reports of the B.N.E. Society bearing numbers 1, 2, 5, 6, 8 and 11 (in all six out of twelve) were procured from the 'India Office Library' in London, through the kindness of Dr. A. S. Gavde who got the photo-prints of five reports and copied one (the first) by hand for the Indian Institute of Education. The Institute is grateful to Dr. Gavde. But for his help it would have been impossible to complete this volume in the form it is being presented. The reports of the Bombay Native Education Society bearing numbers 4, 7, 9, 10 and 12 are available in the Bombay University Library. They are included, along with some other tracts and reports, in a Volume bearing No. 370. 9(54)—8707. The remaining one report—number 3 (No. 1889) is available in the Bombay Secretariat Record Office. It is intended to hand over to the Bombay University Library copies of the six reports of the B.N.E. Society procured from London, so that they may be easily available for reference in future.

A short summary of the documents contained in the volume is given in the Introduction. The exigencies of space did not permit the inclusion of references to many interesting views and discussions in which the selected documents abound. A perusal of the documents will reveal much that will throw light on the educational history of the early period of British Rule.

The Government of Bombay were pleased to contribute Rs. 2,500 towards the cost of production of this volume. But for this liberal and substantial contribution, it would not have been possible to publish this volume in 1955. The year 1955 is the Centenary Year of the creation of the Department of Public Instruction in the Bombay Presidency. It is, therefore, in the fitness of things that the Bombay Government should show special consideration towards the publication of this volume which records the early history of education in the Bombay State from 1815 to 1840. The Indian Institute of Education is grateful to the Government of Bombay for this timely and substantial help. The Director of Archives, Government of Bombay, and his staff, have given prompt help while searching the Secretariat Records. Thanks are also due to the Director and the Government of Bombay for granting permission to publish the relevant records.

Messrs. India Printing Works deserve our thanks for printing the volume at short notice. We thank Shri P. S. Jayasinghe of the Asia Publishing House for organising the business side of the publication.

Bombay,  
15th April 1955.

R. V. PARULEKAR (*Director*)  
C. L. BAKSHI (*Joint Secretary*)  
The Indian Institute of Education.



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# INTRODUCTION

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## PART I

### THE BOMBAY EDUCATION SOCIETY

On 29th January 1815, the European inhabitants of the Bombay Settlement brought into existence a 'Society for Promoting the Education of the Poor within the Government of Bombay'. This Society is better known as 'The Bombay Education Society', and it has an unbroken record of service down to the present time. Today the Society maintains two High Schools, one at Byculla, Bombay, and the other at Devlali. In its second annual report it is stated that this Society was not only the first, "but the only one at present in India with the same extent and solely supported by voluntary contributions" (p. 4). The Society was started with the benevolent object of training up children of their countrymen (Europeans) in pious attachment to the principles of Christianity, and of implanting in their minds such other knowledge and habits of industry as might render them useful members of the Community (p. 3). The Society took up the management of a Charity School which had been in existence in Bombay since 1718 and opened a Central School in the Fort area soon after its inception (1815).

Although this Central School was intended to impart a Christian education to the children of the European and Anglo-Indian Communities, the Society, from the outset, intended to extend its benefit to children of the "Natives" who would be exempted from the application of such rules and regulations as might appertain to religious instruction (p. 9).

The Second Annual Report of the Society states (p. 5): "Among the daily scholars are to be considered several children of Natives, Hindoos, Mussalmans and Parsees, who have been admitted at their own expense and who think it advantageous to have their children instructed in reading, writing and cyphering in the central school; as in the ordinary native schools they have little means of learning the English language which is in great degree necessary at Bombay to qualify themselves for many situations. These children stand up in the Class (the exact significance of these words is not known) and make use of the same reading lessons with all other boys in the school, and hence many scriptural stories, and particularly the Parables, are naturally made familiar to them by the manner in which they are daily questioned in what they learn and made to understand and comprehend it" (p. 5).

Although rule No. 61 (p. 9) of the Society precluded enforcement of religious instruction in the case of the (non-Christian) native children, the Directors of the Society were not unmindful of the indirect influence of the religious books used in the school (p. 5).

The system of instruction followed in the Central and other schools of the Society was the *National System* (p. 39) followed at the time in the common schools in England. "The National system of education in English schools which is adopted in the school at Bombay is only an improved extension of that generally practised by the natives of Hindustan. With a view to explaining the details of this system as it prevailed in schools in India, the Second Annual Report of the Society (pp. 6-7) gives some statements of the Hindoo practice 'chiefly extracted from Dr. Taylor's appendix to the *Lilavati*.'" These extracts give a clear picture of the method—tuition by scholars—as it was practised in the native schools.

The Bombay Education Society had, from the beginning, contemplated to extend to the surrounding country (district places) the benefits of education to the European and Anglo-Indian children. In 1817 the Society opened two schools—one at Surat and one at Thana (p. 14). A third school was opened in 1820 at Broach (p. 33). Like the Central school in Bombay, all these three 'district' schools were kept open to native children desirous of learning the English language on payment of fees. In 1822 (p. 35) the numbers of native children in the district schools at Surat, Thana and Broach were 32, 15 and 14 respectively. The Masters in the Central and the district schools were all Europeans.

In 1818, the Society took a step forward in the education of the native children, by opening three separate schools for them in Bombay. In August 1819, the Fort Central (Native) School was opened and in December two more schools for native children were opened—one in Girgaon and one in Mazgaon. The numbers of children enrolled in these three schools in January 1819 (p. 20) were 82, 30 and 14 respectively.

Teaching the native languages along with the English language in these new schools for native children was the object of the Society in opening them. But the object could not be fulfilled at once, due to difficulties of securing competent Masters and proper school books (p. 18).

The Fifth Report of the Society (1819-20), adverting to the almost total want of anything like good and useful books in the languages of the country makes significant observations about the native education, particularly with regard to its extent in general, apart from the deficiency of books.



"It is to be remarked that more difficulties arise in promoting native education from this circumstance than any other; for neither are the natives themselves for the most part unwilling to learn, nor are there wanting a sufficient number of schools well attended; there are probably as great a proportion of persons in India who can read and write, and keep simple accounts, as are to be found in European countries; but their acquirements extend no further; they are never taught to pursue a connected reading, nor is anything like moral instruction ever afforded them" (pp. 21-22). (This obviously refers to instruction in the vernaculars and not to instruction in the classical languages such as Sanskrit.) In this connection may be noted another general statement: 'Schools are frequent among the natives and abound everywhere' (p. 27).

On 1st November 1819, Mountstuart Elphinstone became the Governor of the territories of the Bombay Presidency. He also became the President of the Bombay Education Society. His interest in the education of the people is well known and the activities of the Society in the field of education of native children received fresh impetus. In a general meeting of the Society held on 10th August 1820, under the Presidentship of Elphinstone, it was resolved to form a separate Committee of the Society to be called "Native School and School Book Committee" with a separate management and a separate fund of its own for which a subscription was opened on the spot (p. 31) to which Elphinstone himself donated liberally. Rules and Regulations were also adopted (p. 30). For the first time twelve native gentlemen were associated with the management of this new Committee, four from each of the three principal native communities—Parsees, Musalmans and Hindoos (p. 30). From August 1820 to August 1822, this Native School and School Book Committee of the Bombay Education Society continued to function. The objects of this Committee were to prepare books in the native languages, to improve existing schools and to establish others, to provide a body of qualified teachers and translators from the natives themselves and to afford facilities for further improvement to selected scholars for acquiring a knowledge of the English language and of European Sciences (p. 28). The Committee was able to achieve some progress in the preparation of books (p. 34).

In August 1822, the Bombay Education Society deemed it expedient to separate altogether this "Native School and School Book Committee" from the concerns of the parent Society, 'It having been thought for the interest and advancement of that desirable object, to form an institution having in view wholly the moral and intellectual improvement of the natives and *entirely apart from Christian education*' (p. 36).

The *last* act of the Bombay Education Society regarding education of the natives was to resolve that the Native School and School Book Committee be discontinued as a branch of the Bombay Education Society and that a distinctly separate institution be formed, under the denomination of the "Native School and School Book Society" (p. 38). In a public meeting held on 21st August 1822, these resolutions of the Bombay Education Society were considered and the meeting brought into existence a body to be called "The Bombay Native School and School Book Society".

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## PART II

### THE BOMBAY NATIVE EDUCATION SOCIETY

(1822-1839)

In August 1822, the Bombay School and School Book Society was brought into existence, as mentioned before, with the sole object of promoting native education through native languages. The denomination of this Society was changed to the more general appellation of the 'Bombay Native Education Society' from 29th January 1827 (p. 80). The first two published reports of the Society are named as Reports of the Bombay School and School Book Society. The third and subsequent annual reports are named as Reports of the Bombay Native Education Society. The Society is better known by its later (1827) name—The Bombay Native Education Society—and in the following account this later name has been used all along.

In order to give a short account of the work put in by this Society, it is proposed to deal with each published report separately.

#### *The First Annual Report (1822-24)*

The First Annual Report of the Society was published in August 1824, i.e. after two years' work. In July 1823, Special Committees were appointed to report on the various aspects of the work undertaken by the Society (p. 45). The most important of these Committees was the Special Committee appointed to examine the system of education prevailing among the natives and to suggest "improvements necessary to be applied to it" (p. 47). The Report enumerates certain evils that existed in the system of Education on this side of India and suggests several remedies to remove them (p. 50). The Report mentions *four* evils (p. 50):—

- (1) Deplorable deficiency of books for education and mental improvement.
- (2) Want of an easy and efficacious method of imparting instruction.
- (3) Want of persons qualified to undertake the office of instructors and of superintendents.
- (4) Want of the necessary funds.

On each of these 'evils' in the native system remedies are suggested. A critical study of this report will be of immense benefit to understand *why* and *how* the 'evils' within the then existing system of native education were sought to be remedied.

The letter from the Secretary of the Society to Government forwarding the report of the Special Committee mentioned above asking for pecuniary aid is dated 4th October 1823 (p. 49). The reply to this letter, from the Secretary to Government, is dated 10th March 1824. During the intervening period of about five months, a good deal of discussion took place in the Governor's Council on the question of approving the measures suggested by the Society and of giving pecuniary aid to it. The Records of the Society do not refer to these discussions in the Governor's Council. The discussion that took place in the Governor's Council may be briefly summarised as follows.

On receipt of the letter dated 13th September 1823, from the Secretary to the Society, forwarding the Report of the Special Committee, Elphinstone wrote a lengthy Minute dated 13th December 1823. One of the members of the Governor's Council, Mr. Warden, wrote his Minute on 29th December 1823. (Both these Minutes are printed in "Indian Education—Parliamentary Papers"—3rd volume in this Series, on pp. 197-218.) Elphinstone wanted to go ahead by sanctioning liberal monetary help to all the proposals of the Society; while Warden wanted to incur very limited expenditure. Elphinstone wanted to spread as extensively as possible native education through the media of the Indian languages. Warden upheld the need of spreading English Education to a few. The practice at that time was this. The Governor-in-Council used to issue orders entertaining any expenditure on any schemes, in anticipation of the sanction of the Court of Directors in England, provided the decisions in the Governor's Council were unanimous. In the event of difference of opinion in the Council, the matter was to be referred to London. Warden's opposition on several essential points held back the hand of Elphinstone's Government in sanctioning *all* the proposals of the Society.



Elphinstone recorded the difference of opinion between himself and Mr. Warden and its consequences in the following pathetic words under a Minute dated September, 1826: \*

“The Bombay Government began its operations in 1820, and has been engaged in almost constant discussions on the subject since 1823; but to this time it has been unable to agree on anything to propose to the Hon'ble the Court of Directors and the Court, at a distance from the field of the proposed operations, appears inclined to suspend its decisions on the conflicting opinions before it, and in the meantime, has prohibited the Government from acting on the opinions of either party. In these circumstances, it does not seem probable that any extensive programme can be made during the continuance of the present Government.”

On 10th March 1824, Government sent a reply to the Society sanctioning some of its proposals, while sanction to some others was accorded '*experimentally*'. Final consideration of some proposals was postponed for reasons already stated.

#### *Second Report (1824-25)*

According to this report, in 1824-25, the Society maintained five schools on the Island of Bombay (pp. 79-80) : a Central English School (established in July 1824) with an Englishman as Headmaster, two central schools, each for Marathi and Gujrati, two Marathi schools at Mahim and Parel. There was also one Marathi school outside the Island at Choul in Southern Konkan.

An important step was taken by the Society during the year for constructing a building for the central schools which were so dispersed in different parts of the native town, as to preclude many of the native children from the advantages of being sent to them for instruction (p. 71). A plot of ground 'on the limits of Esplanade on the public road leading to the Fort' was purchased (p. 71) and a building was erected in 1825 at a cost (estimated) of Rs. 20,000 (p. 77).

This building was the *first* one to be erected for educational purpose in Western India and hence it has a place of honour in the history of modern education on this side of India. It appears that this building still exists. The 'Elphinstone Middle School' occupied it, till it was abolished in 1922. Now it is occupied by the Police Department.

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\* Bombay Secretariat Records: F.D. Volume 2 of 1826, pp. 651-57.

By a letter dated 22nd January 1825, Government authorised the Society 'to go on with education of young men for school masters' (p. 72) and asked the Society to report "when any may be ready to be employed" (p. 72). Government hoped the Directors would sanction some funds for these masters when employed.

But the most important communication from Government related to the sanction for printing the requisite school books at the expense of Government. The books to be so printed were from the list already sanctioned by Government (pp. 55-56). Henceforth no limit was placed on the activity of the Society in respect of school books and that had the most desirable effect on the production of school books. Only estimates of expenses were to be submitted to Government (p. 72). Government authorised the Society to grant rewards varying from one to four hundred rupees for each school book and from four to five thousand rupees for superior productions. Cases of rewards beyond this limit were to be submitted to Government for approval. Government also authorised the Society 'to offer a reward to any Native who shall produce a good essay on any subject of natural or moral science in any of the spoken languages of India'. This 'blank cheque' to help the production of books of all sorts given in 1825, was, no doubt, due to the liberal outlook of Elphinstone and its effect was felt immediately. For, in the very next annual report (1825-26) is given a long list of books (pp. 81-83) which were either published or were awaiting publication. Within the space of five years, 1826-1830, Government contributed more than Rs. 2 lakhs for the publication of books and for prizes for the writers (p. 137). Government continued to give this liberal help to the Society for the production of books in the native languages from 1825 to 1832. But in the latter year a fixed annual sum was sanctioned to the Society for all purposes (p. 136) and with this the 'blank cheque' system for production of books ceased for good.

The Report describes the difficulties in preparing new literature in the native languages for conveying the knowledge of European literature and science, and points out in particular the comparative ease with which European Mathematical knowledge could be conveyed in the Indian languages. In support of this view mention is made of the remarkable success attained by Captain G. Jervis in this field (pp. 73-74).

#### *Third Report (1825-26)*

The Report gives lists of—

- (1) Books already printed,
- (2) Works in the Press,

- (3) Works compiled and awaiting the means of publication, and
- (4) Works in preparation (pp. 81-83).

It is seen from the above lists that the works already issued from the Press, are of an elementary character: "but the Committee contemplate that more successful progress will attend education by due care in the first instance to such treatises. The books in the course of printing are of a higher stamp, and those in preparation mark the gradual development of the Society's utility, and the increasing taste among the natives for compositions of a superior class" (p. 83).

This Third Report of the Society makes mention of an important landmark in the progress of native education under the British Rule on this side of India, inasmuch as during this year the Society was able to supply, for the first time, trained teachers for taking charge of new schools to be started in district places in the Presidency of Bombay. Till this year, the activities of the Society were confined to the schools conducted in the Island of Bombay (except one in Choul in South Konkan, p. 80). But from now on the teachers prepared by the Society in its Bombay institution were being sent out into the districts.

The first two batches of 14 Marathi and 10 Gujarathi teachers respectively (pp. 86-87) 'trained' by the Society, were sent out in 1826 to outstations. Each Master was to be given a monthly pay of 20 rupees and each was furnished with a set of tables and publications issued by the Society (p. 86). The 14 Marathi and 10 Gujarathi Teachers were sent to the several districts at the expense of Government. Under the immediate superintendence of the Collectors, schools were established at several stations in the districts (p. 88). This is the beginning of opening of schools in this Presidency outside the Island of Bombay *on a regular plan* for expansion of native education. For, it may be noted that a few schools outside the Island of Bombay were opened at Government expense, but these few schools (see Part IV, pp. 233, 253) were not part of a regular plan and hence the year 1826 marks an important epoch in the history of modern education in the Presidency of Bombay.

The opening of the new schools under these newly 'trained' masters gave an occasion to the Society to divide the schools for Natives, existing and prospective, into three orders or classes. They placed the then existing indigenous village schools at the bottom and as of third order 'in which the simple rudiments of useful education may be imparted to the mass of the population'. The schools now to be started under the newly trained Masters were considered to be of the *second* order; while the schools of the *first* order were to be those in which "the higher kinds of academic learn-

ing may be available to those who have the time and inclination and talent to prosecute such studies " (p. 86).

It should be noted that in this plan of three grades of schools for natives, contemplated by the Society, the then existing village schools were not only not to be neglected, but were to be fostered by procuring for them better type of Masters in course of time. In fact, the village indigenous schools were considered to be the foundation of the educational structure proposed to be erected under the Society's plan.

The following observation in the Society's Third Report reveals the balanced view of expansion of the new education, which was the characteristic of the Bombay Native Education Society and also of the Bombay Government for several years.

"In the present attempts making throughout India to instruct the people, it is a question with some whether they should commence with the higher orders or the lower; but the system adopted by this Society tends to provide against the evil consequences that might arise from any such system of preference or exclusion " (p. 87).

This Report contains some important information on the working of the Society's Central English School which was opened in July 1824. The Court of Directors in England were anxious to know how the school was faring (p. 90). At the request of Government the Secretary of the Society submitted a report on the working of the school on 6th June 1826 (pp. 90-92). This report gives details about numbers and classes of the Marathi and Gujarathi students of the English School. Their attainments in the several branches of studies are also described. It is admitted that the progress achieved was 'little'. Reasons were given for this limited progress (p. 91).

In addition to the need of engaging competent Masters (Englishmen) the Secretary made a request for books and instruments also. This letter of the Society's Secretary contains some instructive observations on the relative place of English and the mother-tongue in promoting moral and intellectual culture of the native mind. These will be found in paras 6 and 7 of the letter (pp. 91-92). In conclusion the letter states: "English can never become the most facile and successful medium of communicating to the natives, as a body, the literature, science and morality of Europe."

Elphinstone wrote a Minute on this letter (pp. 93-94) and expressed his concurrence with the views of the Society's Secretary—George Jervis.

It was decided to approach the Directors in England to send out 'one or more European Teachers' in addition to books and instruments (p. 94).

The discussion that took place in the Governor's Council on this report on the English School, gave an occasion to Francis Warden, to write a 'dissenting' Minute in which he reiterated his opinion that the English language and not the Indian languages should be fostered by Government in promoting measures for the education of the natives (pp. 94-95). "In fact whatever sum of money the Hon'ble the Court may appropriate towards the promotion of education should, in my opinion, be chiefly applied to the diffusion of the English language." He agreed to the proposal of getting school masters from England. He further suggested that the requisite number of the most promising boys be selected out of the Charity School (Bombay Education Society's Central English School) and sent to Calcutta to be trained in 'Bishop's College'. He also suggested that clergymen at outstations should be made useful instruments in teaching the English language (p. 95).

The reference to the use of the clergy proposed by Warden evoked the following observation from Elphinstone (p. 96):

"The reasons I have so often brought forward for keeping education as distinct as possible, in the eyes of the natives, from conversion, induce me to withhold my assent to the recommendation of employing the clergy, or the students from Bishop's College at Government schools. We have already sufficient prejudices to encounter without raising fresh suspicions and must, therefore, deny ourselves the assistance of a body whose zeal and intelligence would otherwise be of highest value" (p. 97).

#### *Fourth Report (1827)*

This Fourth Report of the Society is the last report of its activities under the guidance and stimulus of its President—Mountstuart Elphinstone—"the liberal and enlightened founder-protector of the Society" (p. 107). On the eve of his retirement, the native inhabitants of Bombay in a 'numerous and respectable' meeting held in Bombay on 28th August 1827, decided to adopt a Resolution 'on the most appropriate method of attesting the affectionate and respectful sentiments of the native community towards the Hon'ble Mountstuart Elphinstone, on leaving the Government of Bombay'.

After some discussion the meeting resolved to accumulate a fund of money from the interest of which "one or more Professorships (to be held

by Gentlemen from Great Britain, until the happy period arrives when natives shall be fully competent to hold them) be established under the 'Bombay Native Education Society' for teaching the English Languages, the Arts, Science and Literature of Europe" (p. 105). These professorships to be denominated as 'Elphinstone Professorships'. It was also resolved to spend a part of the fund to defray the expense of a portrait of Mr. Elphinstone to be placed in the Library of the Society. It appears that the portrait is at present kept in the Elphinstone College. The subscription list was to be circulated among the Native Inhabitants of Bombay and was to be sent out to the outstations as well. The meeting also appointed a Committee of eight native gentlemen (with Captain Jervis as its Secretary) to give effect to the above resolution (p. 106).

On pages 66-77, of this Fourth Report for 1827, a long list of subscribers to "The Elphinstone Professorships Fund" is given. The names of the subscribers include Rajas, Jahagirdars, Sardars from all parts of the Presidency as also of others from Bombay and outstations. The biggest amount subscribed by one person is Rs. 17,000 by H.H. the Maharaja of Sattara. A sum of Rs. 1,000 is also subscribed by "Jeoobaee Bhanoo Furnisheen, the widow of Nana Farnееves". The total amount subscribed till December 1827, is reported to have amounted to Rs. 2,29,956. The amount actually realised till 31st December 1827, was Rs. 1,25,747.

An address was presented to Elphinstone on 15th November 1827, by "the different Native Princes, Chieftains and Gentlemen connected with the West of India" (p. 107). Elphinstone gave a suitable reply to it (p. 107). (These will be found fully printed in the Fourth Report.)

The Committee of the Native Gentlemen appointed to carry on correspondence regarding the Elphinstone Professorships wrote on 1st December 1827 to the Secretary to the Native Education Society (Captain G. Jervis) requesting that Government should be moved by the Society to render liberal help to establish the professorships. The Committee in its letter makes a significant observation (p. 109):

"The Natives have desired us particularly to express that, by the study of the English language, they do not contemplate the supersession of the vernacular dialects of this country, in the promotion of Native Education; but they regard it merely as a help to the diffusion of European arts and science among them, by means of translations by those who have acquired a thorough acquaintance with it, and as a branch of classical education to be esteemed and cultivated in this country as the classical languages of Greece and Rome are in the universities of Europe" (p. 109).

The Secretary of the Society wrote to the Secretary to Government on 4th December 1827 (i.e. 3 days after the receipt of the Committee's letter) acquainting Government of the desire of the Natives to perpetuate the memory of Elphinstone by instituting Professorships and of their request for financial help from Government (p. 111). On 21st February 1828, the Secretary to Government wrote to the Secretary of the Society (p. 113) 'that the propositions contained in your letter will be submitted to the consideration of the Court of Directors'.

This Fourth Report of the Society contains reports on the state of the several schools maintained by the Society in Bombay. In accounting for the predominance of Parsee Students in the Central Gujrathi School, the hostility of the 'indigenous' school masters is emphasized. "This is mainly to be imputed to the hostility evinced by the old Goojratee School Masters, who consider themselves entitled to a monopoly of the profession, with all its pristine imperfections, and not only have they exerted every possible influence to dissuade their fellow Hindoos from countenancing the Society's innovations for improvement, but they have not scrupled to offer more serious molestation to the furtherance of its plans" (p. 104).

This Report contains the full speech of Sir John Malcolm, who succeeded Elphinstone as the Governor of Bombay, delivered at the annual meeting of the Society on 8th March 1828. A perusal of the speech reveals that Sir John Malcolm entirely agreed with the views of his predecessor (Elphinstone) regarding native education. His views regarding the place of English and of the Indian languages in the imparting of education to the people of India are of permanent interest (p. 99).

#### *Fifth Report (1828-29)*

During this year (1828-29), Captain G. Jervis who was the Secretary of the Society from its inception ceased to be its Secretary, as he was entrusted with 'new sphere of duties' (p. 114). (Robert Money succeeded Jervis as the Secretary and the Native Secretary's post was kept vacant for some time.) The Native Secretary—Sadashiv Kashinath (Chhatray)—also resigned. These two gentlemen had rendered meritorious service to the Society (p. 114).

This year the Society was able to announce that "two sets of Masters of the 2nd order—11 Murahtas and 14 Goojratees—were trained and kept ready for employment. Their qualifications were reported to be far superior to those, of the last batch trained in the Society's institution (p. 114).

The Committee of Native gentlemen appointed to correspond in the matter of the Elphinstone Professorships informed the Government that it was their desire 'that the first three Professors sent to this country should be particularly selected by Elphinstone and that as the funds already deposited with Government would be sufficient to meet the expenses of *one* Professor, the choice of the person and also of the branch of knowledge in which he was to be an expert, should be left to Elphinstone (p. 116). This desire of the Committee was immediately communicated to Government by the Secretary of the Society (p. 115).

#### *Sixth Report (1830)*

The progress of the schools under the Society was reported to be satisfactory. "At present there are altogether 56 of the Society's schools, each containing about 60 boys, amounting on the whole to 3,000 boys under a course of education" (p. 117).

Regarding the hostility of the Masters of indigenous schools already referred to (p. 104), it is now reported: "This spirit of rivalry from a conviction of the inferiority of the old system and a feeling of shame at opposing the progress of knowledge has now happily subsided" (p. 118).

The proceedings of the Annual General Meeting of the Society presided over by Lord Clare, the Governor, held on 12th April 1831, and recorded in this Sixth Report of the Society (pp. 116-17) refers, for the first time, to the examination of the boys of the English and Vernacular schools in the city, conducted in the presence of the gentlemen assembled in the meeting. This mode of examining scholars in 'public' meetings by men not directly connected with schools became a common feature of the school system in the early years of the British Rule. It was mainly adopted to convince the native community of the excellence of the new system of schooling. The presence of high officers lent a peculiar dignity to the function and boys who obtained prizes at the hands of the high officers were particularly marked for future prospects of Government service or further education (pp. 116-17). This meeting was attended by the Governor (Lord Clare), the Judge, members of the Governor's Council and officers of Government (p. 117).

This Report records some progress in the matter of "the Elphinstone Professorships". A communication from the Directors of the East India Company of 9th July 1829, is forwarded to the Society for information in which the Directors showed their readiness "to afford every proper encouragement to this spirit among the natives". But before sanctioning financial aid to the project, they insisted that they should be supplied with



a definite and well digested plan for the attainment of benefits sought (pp. 119-20). To this communication from the Court of Directors dated (London) 8th July 1829, the Government of Bombay sent a reply dated 24th November 1830, in which they made definite recommendations to the Directors regarding the Elphinstone Professorships (pp. 120-22).

#### *Seventh Report (1832)*

In this Report are mentioned two important rules regarding the Central English School of the Society. The first rule states: "No boy can now be admitted into the English School who has not previously passed an examination as to his grammatical acquirements in his own language and his acquaintance with the rules of Arithmetic" (p. 122). The advantages of such a rule are also mentioned in the report (p. 122). The second rule or regulation limited the number of boys in the English Class to 100 "and in order to check in some measure the great irregularity of attendance, it has been determined that any boy who shall, without permission, absent himself for 3 days in one month shall be held *ipso facto* as dismissed from the school" (p. 122).

Another important feature of administration of schools under the Society mentioned in this report is the placing of the schools in the districts (not in Bombay City) under the immediate control of the Collectors, with the consent of Government. The two Head Inspectors of the Society who exercised superintendence over the schools hitherto, were now placed at the disposal of the Principal Collectors of Poona and Surat, by whose directions they were solely to be guided in their tours of inspection and all other matters connected with the superintendence of the District Schools. The Society was to furnish the schools with books and properly qualified teachers when required (p. 123).

This year (1832) the Society's financial affairs received a great set-back owing to the decision of Government to pay as a grant to the Society a lump sum of Rs. 20,000 a year in lieu of all payments hitherto made for several items separately. The whole correspondence on this subject is printed as extracts on pages 124-139. This event is thus mentioned in the Seventh Report:

"Your Committee regrets being obliged to report a considerable change in the pecuniary resources and future prospects of the Society, in consequence of the determination of Government, communicated in a letter under date the 21st September 1832 (p. 128) to substitute an annual donation of Rs. 20,000 in lieu of all other claims or expenses whatever on account of the Society; as these expenses have

hitherto averaged about Rs. 55,000 per annum, it will be evident that the exertions of the Society with regard to procuring translations of useful works, and adequately remunerating the authors, must be almost entirely suspended, unless the increase of private subscriptions should enable it to continue them. As its works have hitherto been published at the expense of Government, the Society was enabled to make very considerable distributions of books 'gratis' to such as wished to possess them, but were unable to afford their prices, and also to the boys attending the different schools. This has also of course been put a stop to, and it remains to be seen whether the necessity that will now exist of the boys purchasing their school books, will have any considerable effect in diminishing the attendance, which, as before mentioned, in Bombay at least has been steadily on the increase" (pp. 13-14 of the Seventh Report).

The whole correspondence on this subject (pp. 124-138) provides painful reading and shows how the liberal attitude initiated by Elphinstone was being replaced by a carping attitude which the Government of Bombay chose to adopt, without giving the Society sufficient time to adjust its financial affairs.

#### *Eighth Report (1835)*

This year's report mentions particularly the increased demand for instruction which appeared in every part of the Presidency (p. 141). The Report also refers to the publication of Canarese Translations of some elementary works for the benefit of the population of the Southern Maratha Country.

The report notes with satisfaction the 'flourishing' condition of the English Schools in Bombay. Two English teachers—Messrs. Henderson and Bell—were procured from England and they arrived on 29th November 1834. They were jointly put in charge of the Central English School. Mention is also made of the establishment of an additional English School in the Fort which was put in charge of a third Englishman—Mr. Fraser.

The Report notes the beginning of a new activity—the opening of a Hindoostanee School for Moosulman Population of the Island of Bombay. The school was established in October 1834, by Mahomad Ibrahim Muckba, a member of the Managing Committee of the Society, at his own expense, but it was soon taken over by the Society for management.

This year the implementation of the Elphinstone Professorships by the institution of "Elphinstone College of Bombay" was announced (p. 146). A Plan for this purpose was finally sanctioned by the Government of Bombay. It contains 20 clauses (pp. 147-149). The College was to be under the general superintendence of Government and its management was to be conducted by a Council of nine, to be annually elected (p. 148). It contemplated the appointment of two professors who were to lecture in General Literature and Experimental Philosophy. Each professor was allowed an intelligent Native Assistant 'who shall attend all lectures, for the purpose of explaining difficulties when necessary in the vernacular languages' (p. 149). The list of *first* Office-Bearers of the Elphinstone College will be found on p. 150.

The two professors—Orleban and Harkness—arrived in Bombay on 1st March and 6th July 1835 respectively. Ball Gangadhar Shastri was appointed as "the first Native Assistant" to the professors (p. 150). They were to deliver their lectures in a portion of the Town Hall specially reserved for this purpose.

#### *Ninth Report (1836)*

In the annual meeting of the Society held on 2nd January 1836, Sir Robert Grant, the Governor of Bombay and President of the Society, impressed on the Native Community generally that success in the Society's schools would be passport to success elsewhere (i.e. in Government Service) (pp. 150-151). A reference is made to the offer of Government 'of introducing into the public service, in the Revenue Department, such of the young men in the Society's schools as may be qualified for employment' (p. 153). The Committee of the Society was not able to take advantage of this offer at this stage (p. 153).

In the last Report (8th) reference was made to the institution of the Elphinstone College. The actual work of lectures was begun during the year of this report (1835-36). "Considerable difficulty has been experienced in forming classes of pupils, sufficiently advanced to attend the private lectures of these gentlemen—Orleban and Harkness—with advantage, but such public lectures as have been given, have been numerous attended and the English School of the Society will soon be in a state to furnish annually a number of youths, who have completed their course of instruction then, and who, it is hoped, will then enter themselves as students in the College" (p. 153).

*Tenth Report (1836-37)*

The Society's Schools, 'English and Native' were in most satisfactory state (p. 155). The following statement is interesting: "The opportunities which Mr. Henderson has had of observing and comparing the intelligence and mental powers of the Native and European school boy lead him to the conclusion that his present pupils, taking them altogether, are at least equal in capacity, and surpass in diligence, boys of the same age in Great Britain. It would appear too that there is a much smaller proportion of very dull boys amongst the Natives than is to be found in most schools at home" (p. 155).

The report records (p. 157) the "appointment of Captain T. Cemdy as Superintendent of Sanskrit College at Poona and of the Government schools in the Deccan" (p. 157).

*Eleventh Report (1838)*

The report mentions the eagerness with which numerous candidates from the Native Schools contest every vacancy in the English Department and expresses regret that deficiency of funds circumscribed the usefulness of the Society (p. 159).

A new system of examination of scholars was introduced in which interested gentlemen from outside were requested to visit the schools and examine boys and send reports to the Management (pp. 159-60).

*Twelfth Report (1839)*

This twelfth and the last Report is designated as the Report of the (United) Institution of the Elphinstone College and School of the N.E. Society. The report was read at a general meeting held on 16th March 1840. It should be noted that in April 1840, a body called "Board of Education" was instituted by Government and it was vested with superintendence and control of all educational institutions in the Presidency of Bombay. The Bombay Native Education Society which came into existence in 1822 as a distinct body ceased to function in 1840, giving place to the Board of Education which consisted of a President and three members appointed by Government and three nominated by the Bombay Native Education Society *as its final act*. This Board of Education continued to function till 1855, when the first Director of Public Instruction took over charge.

As this was the last Report containing an account of the activities of the Bombay Native Education Society, it gives several appendices detailing various kinds of statistical and other information about the schools, both in Bombay and outside, as also information about books, syllabus of studies, subscribers, etc. Most of the appendices are printed on pages 175 to 202.

This Twelfth Report contains correspondence about the establishment of Elphinstone College scholarships (pp. 167-175). A part of this correspondence is devoted to a historical account of the various stages through which the Elphinstone College Scheme passed (pp. 168-172) from August 1827 to February 1836, when 'the College was opened by the Mathematical Professor commencing a course of lectures delivered in the rooms of the Town Hall (p. 172). The College Scheme took more than eight years to come to maturity'.

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### PART III

#### NATIVE SCHOOL SOCIETY, SOUTHERN KONKAN

This School Society of Southern Konkan was established on 15th June 1823, at Ratnagiri, under the direction of T. B. Jervis. He was the brother of G. Jervis, Secretary of the B.N.E. Society and was employed on a Statistical Survey of South Konkan, soon after the territory came under the British Rule in 1819. The object of this Society was 'The general and gratuitous instruction of the poor of all classes in their native languages and for the purpose of rendering such assistance to existing schools as might be deemed advantageous (p. 205). It was not only the first Society of its kind established in the Bombay Presidency outside the City and Island of Bombay, but it was also the 'First Society of Natives' (p. 214), in the whole of British India. This claim is justified by the fact that out of about 32 persons whose names are given in the first list of subscribers, 20 were native gentlemen residing in South Konkan. Out of about 1,640 rupees collected from the first list of subscribers about Rs. 1,255 (more than 75%) were from Natives—Hindoos, Muslims and Christians (p. 208).

Immediately after its establishment, the Society was able to start three native schools in the district of South Konkan, with an enrolment of 164 pupils and one English School at Ratnagiri with 19 pupils (p. 207). The interesting feature of these schools was that in the Marathi School at Ratnagiri 6 girls were admitted and the English School enrolled one girl.

In the schools under the Bombay Native Education Society at Bombay, at the time (1824), there were no girls on the roll.

Another noteworthy feature of this South Konkan School Society was its active fulfilment of its object to assist existing native schools (p. 205). The first report of the Society notes: "Various books have also been furnished to the native schools at Anjunwell, Hatkanbe and Nizampoor" (p. 207).

T. B. Jervis in his capacity as the Superintendent of the Native School Society of Southern Konkan, wrote, on 25th February 1824, to G. Jervis, Secretary to the Native School Society at Bombay, requesting him to lay before the Governor (Elphinstone) the first Report of his Society, with a view to securing the aid and patronage of Government (pp. 205-207).

The establishment of this new Society in South Konkan was appreciated by the Governor (Elphinstone) (p. 209). The appreciation of Government was accompanied by a donation of Rs. 1,000 and an annual subscription of Rs. 500 (p. 209). Government also suggested a "close union and concert" between the Bombay and South Konkan Societies (p. 211).

T. B. Jervis, the Superintendent of the South Konkan Society, informed the Bombay Society that his Society was not prepared to unite with the Bombay Society under the proposed Plan of Union (p. 214). It was pointed out the plans of conducting school and modes of instruction followed by the two Societies differed in several fundamental respects (p. 215). On the point of absolute interdiction of all religious opinions and religious books, the Konkan Society entertained a fundamental difference (p. 215).

The Bombay N.E. Society, on being informed of this decision of the South Konkan Society, intimated to the Konkan Society its decision "of declining all further intercourse in any shape that may tend to spread abroad any misconception of its own constitution and measures" (p. 216). It was, however, prepared to supply its publications to the Konkan Society at the ordinary rates for its schools (p. 216). The Government approved of this decision of the B.N.E. Society. The monetary help promised by Government to the South Konkan Society was, however, continued (p. 217). It appears, however, that the South Konkan School Society later on agreed to the proposal of union with the B.N.E. Society (p. 222).

The Second Report of the South Konkan School Society was forwarded by its Superintendent to Government under date 8-10-1824 for its information (p. 217). This Report is a very instructive document inasmuch as it gives many interesting details about the working of its schools.

The Second Report of the South Konkan School Society was the *last* report of the Society. It seems that T. B. Jervis must have left Ratnagiri soon after and with his departure the Society ceased to make any further advance in opening schools. It may, however, be noted that the work of maintaining a few schools in the Ratnagiri District was being carried on under the South Konkan School Society from the annual grant of Rs. 500 paid to it by the Government of Bombay. In 1836 Government made enquiry from the Collector of Ratnagiri regarding the use of the annual grant (p. 224). The Collector's reply of 13th October 1836 (pp. 225-26) stated that the Society was in existence and subscription lists for 1835 and 1836 were forwarded for the information of Government (pp. 227-28). There was no English School, but there were six Marathi Schools in the district which were *partly* maintained out of the Society's funds (p. 226).

In 1842 the Secretary of the Board of Education which took over the control of all schools in the Presidency, reported to Government that as the South Konkan School Society no longer existed, the Collector of Ratnagiri should be advised to debit the annual expenditure of Rs. 500 to the account of education and not to enter it under the title of 'donation' (p. 229).

Thus the last vestige of the South Konkan School Society was removed from the official records, after its existence of about 20 years (1823-1842).

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## PART IV

### MISCELLANEOUS

#### A. OPENING OF NEW SCHOOLS

The policy of opening new schools in the districts of the Bombay Presidency (outside the Island of Bombay) at Government expense under regularly 'trained' teachers was initiated in 1826. But between 1819 and 1826, a number of schools were opened at Government expense on the application of inhabitants of the towns concerned, recommended by

the Collector of the district. Some of the correspondence on this subject is interesting as it shows how readily the Government responded to the petitions of the people. It appears from the tone of the petitions that their writers were inspired by officers who themselves were keen on opening schools.

The earliest application so far traced, was from the people of the town of Panwell praying for appointment of a suitable person for teaching English to their children. The application was dated 29th September 1820, and the sanction of Government was dated 21st June 1821, after an enquiry through the Collector. The Collector of North Concan while recommending the application, himself suggested the "establishment of a school at Thana for the education of the sons and relatives of the servants on his establishment". Government sanctioned this proposal also (p. 235). These two schools seem to be the first two schools opened in the Presidency *wholly at Government cost* (Rs. 85 p.m.). The B.N.E. Society came into existence in August 1822, and the sanction for these two schools was given by Government on 21st June 1821 (p. 235). The Collector of Thana applied to Government in May 1822, to sanction modification of the plan on which the Thana school was conducted, allowing him to admit pupils who were not related to persons on his establishment and also to introduce a new subject of 'Surveying and Drawing' besides English and Marathi which were previously taught in the school. The total monthly expenditure which already amounted to Rs. 85 was to be raised to Rs. 290 (p. 237). This proposal was also immediately approved by Government (p. 238).

In 1822 sanction was given to the appointment of an English preceptor at Bassein in the Thana district on the application of one Cardozo 'for self and the inhabitants of Bassein' (p. 240). The principal inhabitants of South Konkan (Ratnagiri) applied in January 1823, for the establishment of schools at about four or five of the principal towns of the district of South Konkan. This petition is not for a school at a particular place, but for schools in the district. The petitioners assured Government that many rich natives would come forward to contribute to the permanence of the measure. The petition adds: "It is to be hoped also that the European Gentlemen will assist them with their accustomed liberality and Lieut. Jervis (T. B. Jervis), has volunteered his services as the Secretary" (p. 241). This petition is dated January 28th, 1823 (Camp Nagothana), and the South Konkan School Society under the direction of T. B. Jervis was



established on June 15th, 1823. It may, therefore, be presumed that this petition arose from the agitation which T. B. Jervis was carrying on for the establishment of the South Konkan School Society. The letter from Government in reply to this petition is not clear as to the nature of the reply (p. 240).

Mr. Marriot, the Collector of Northern Konkan (Thana), in his letter to Government dated 8th November 1823 (p. 243), recommended the adoption of a *policy* to establish schools in his collectorate "for the general instruction of those who cannot afford with their own means to purchase even elementary literary knowledge" (p. 244). He submitted that a sum of Rs. 350 per month would be enough for conducting fifteen native schools, one for each talooka and two schools for instruction in English language.

Government reply dated 22nd November 1823, asked the Collector to submit details of his plan and to suggest, if possible, the way to meet the expenses (p. 244). The Collector replied to Government on 2nd December 1823 (pp. 245-47). He submitted that Government should not depend for support to his measure from that class of natives who had the monopoly of learning till then (p. 245). At the outset Government ought to trust more on its own resources, "than to the assistance of those to whom learning is at present nearly confined" (p. 245). He wanted the proposed schools confined to teaching of the three R's, leaving the further instruction to the supply of books and the efforts of the press (p. 246). He submitted details of expenditure for 15 schools—total Rs. 350 (p. 246). With regard to the expenses, he was against any fresh tax being imposed for which he gave reasons (p. 247). He was of the opinion that 'in the course of a short time lapses of pensions and other allowances to persons holding life-interest in them will amount to a much greater sum' (p. 247). He pointed out that so far as his own district was concerned, the total expenses for the existing and proposed schools "will amount to about two-fifths of one per cent only on the revenue of his Collectorate" (p. 247). He concludes his letter with the following appeal (p. 247): "Whether the establishing the means of education for their subjects be viewed as purely an act of grace, or whether it be considered as a duty, on the part of Government, I should hope that the failure of the measure will not be allowed to be attributed to the foregoing comparatively trifling expenses on such large resources as the Collectorate yields." Marriot's proposals do not seem to have been specifically sanctioned by Government.

Similar correspondence relating to the establishment of schools passed between Colonel Robertson, the Collector of Khandesh, and Government.

It appears that Robertson had submitted a plan for establishing schools in Khandesh (*vide* Survey of Indigenous Education in the Province of Bombay—Vol. I in this Series, pp. 160-162). It also appears that he was given permission to try the experiment—the expenses being met out of the ‘charitable disbursement of the province’ (p. 248). Among other things, his plan was based upon paying Masters according to the number and progress of scholars during a fixed period of years. Robertson admitted that the failure of his plan was due to “a desire on the part of school masters to be paid fixed and certain salaries instead of so much for each scholar” (p. 248).

In this connection the following reply from a Master is worth noting: “whereas he was formerly independent and trusted to receiving from the pupils whatever their respective means afforded; upon the present system he is rendered dependent, being subject to a periodical scrutiny to be conducted by the Mamlatdar as to the state of proficiency of his pupils and being bound to complete the education of a pupil in the space of 3 years. The prospect of obtaining a compensation larger in a small degree than he formerly received is not in his estimation sufficient to counter-balance the evils of the objections under which he is laid. He prefers obtaining a small and a certain remuneration with ease to himself to a larger one gained with greater difficulty” (p. 250).

The petition of the ‘ryots’ of Paluspay, a village in North Konkan, for a school and the subsequent enquiry from the Collector reveal a case, which may be a sample of many such cases of interested party taking the initiative. The Collector wrote (p. 253): “These petitions are set on foot generally by those who are more desirous of providing for themselves, as in the present case, than in furthering the dissemination of knowledge” (p. 253).

#### B. TRAINING OF TEACHERS, ETC.

Documents Nos. 126 and 127 (pp. 254-256) are letters from the Political Agent, Palanpur, and the Resident at Satara. The Palanpur letter shows how the people of that State received the gift of newly printed books sent from Bombay. It also gives an idea of the indigenous schools in Palanpur town.

The Satara letter shows how the Raja of Satara received the offer of two newly trained teachers sent from Bombay. The letter also gives an

idea about the indigenous schools in the town of Satara in 1826 and also of the state of Education in the State of Satara. Documents 128, 129, 130 and 131 (pp. 257 to 264) relate to the sending of the newly trained Masters to the districts for taking charge of new schools that were to be opened under the general control of Collectors, solely at Government expense. The qualifications of these newly trained teachers are specified. Details of arrangements made by the Collectors to open the new schools under these teachers are also given. A list of equipment required for these schools is given and several details give an idea as to how these earliest schools were established and equipped.

The letter dated 25th September 1826 from the Collector of Ahmednagar is interesting inasmuch as it relates how the indigenous school masters reacted to the opening of these schools (p. 259).

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PART I

BOMBAY EDUCATION SOCIETY

(Extracts Nos. 1 to 32)

**Extract from the First Annual Report (published in 1816)  
of the Bombay Education Society, pp. 6-7.**

Subject: *'The Society for Promoting the Education of the Poor within the Government of Bombay' formed; Aim: To improve the existing Charity School and to extend the benefits of a religious education to the poorer classes of the Inhabitants.*

"On the 29th January 1815, a very respectable meeting of gentlemen of this settlement (Bombay) was held in the Vestry room, for the purpose of considering the best means of improving the present Charity School, and extending the benefits of a religious education to the poorer classes of the Inhabitants."

\* \* \*

"The early education of children to be of primary importance, in the civilisation and moral improvement of Nations; and that it was the dictate of duty, as well as sound policy, on the part of the European Society of this place to contribute its aid towards the benevolent object of training up the children of their Countrymen in pious attachment to the principles of Christianity, and of implanting in their minds such other knowledge, and habits of industry, as might render them useful Members of the Community."

\* \* \*

"The Meeting then formed itself into a Society to be called 'The Society for Promoting the Education of the Poor within the Government of Bombay'."

**Extract from the First Annual Report of the Bombay Education Society, pp. 13-14.**

Subject: *Children of Natives admitted for daily instruction into the Society's School.*

"The Committee have also agreeably to the 60 and 61 Regulations admitted for daily instruction seven children of Natives at their own expense of whom four are Armenian Christians, one is a Musulman, one a Parsee and one a Native of Africa."

## 3

**Extract from the First Annual Report of the Bombay Education Society, pp. 21-22.**

Subject: *The Madras System of Education (Tuition by the Scholars themselves) and the difficulty created by the different Languages of the pupils and the Master who understands nothing of the Country language.*

"The Madras system itself is most happily too well known to need any comment from the Directors (of the Bombay Education Society); but even in the imperfect state in which they have been able hitherto to adopt it, they cannot but observe the benefits arising from its fundamental principle, that of *Tuition by the Scholars themselves*; it creates attention and accuracy, and whilst it excites the best feeling of emulation, combines in the most interesting manner amusement with instruction.

"It must be remarked, that the School labours under many very great disadvantages; many of the children at their admission cannot speak a word of English; and the Master understands nothing of the Country language;—The Master never having seen the Madras system in any good practice, is obliged to obtain his information respecting it, from those who have, or from a printed treatise on the subject, either means of which information must be very imperfect, compared with the advantage enjoyed by a person actually instructed in it."

## 4

**Extract from the Second Annual Report (1817) of the Bombay Education Society, pp. 9-10.**

Subject: *Certain observations regarding the difficulties the Society had to encounter as it was solely supported by Voluntary Contributions.*

"It is to be observed that the School Society at Bombay, is not only the first, but the only one at present in India, with the same extent and solely supported by voluntary contributions; they must expect therefore to encounter some difficulties peculiar to every new Institution; and which difficulties are increased in India, by the novelty of the thing, by the distance from the Government at home, and above all by the little means afforded of supplying in the country some of its most important wants. . . .

"No sooner was the object of the Society made more generally known, by the circulation of its rules, and particularly of its first report, than a considerable increase was made to its funds."

## 5

**Extract from the Second Annual Report (1817) of the  
Bombay Education Society, pp. 17-24.**

- Subject : (1) *Children of the Natives admitted into the School ;*  
(2) *Curriculum followed : English and other necessary subjects  
including Parables ;*  
(3) *National System of Education followed.*

“ Among the day Scholars are to be considered several children of Natives, Hindoos, Musselmans, and Parsees, who have been admitted at their own expense, and who think it an advantage to have their children instructed in reading, writing and cyphering at the central school ; as in the ordinary native schools they have little means of learning the English language, which is in a great degree necessary at Bombay to qualify them for many situations. These children stand up in the classes (?) and make use of the same reading lessons with all the other boys in the school ; and hence many scriptural stories, and particularly the Parables, are naturally made familiar to them by the manner in which they are daily questioned in what they learn, and made to understand and comprehend it.

“ The benefits to be expected from this use and application of these stories and parables are many and important. Regarded merely as reading lessons, their recommendations are not inconsiderable, since from the diversified nature of their subjects, they add greatly to the learner's stock of words, and introduce a pleasing variety into his lessons.

“ The chief excellence however of these tracts is, that they inculcate the purest principles of morality in the way of example, which is precisely the way that is most likely to engage and influence the minds of children. These affecting narratives propose examples of the use and application of right principles to circumstances and situations similar to those in which the greater part of the children may themselves be hereafter placed. They have the advantage moreover of being written with great feeling ; and moral instruction never makes so lasting an impression, nor is ever so cordially received, as when laying aside the formal didactic method, it condescends to address itself to the heart and affections.

“ Hence without any immediate view to religious instruction, the simple yet sublime moral truths thus unfolded and impressed upon the tender minds of these native children, will often in the regulations of common life recur to their recollection ; and it may reasonably be hoped that many a deed of love will be excited by an emulous feeling to do like the good Samaritan, and many a repentant sinner be brought home by the humble hope of the same merciful forgiveness extended to the prodigal son. Some of the seed may possibly fall by the way-side, and some be choked or trodden upon, but other seed will fall on good ground and spring up and increase, and bring forth thirty, or sixty, or a hundred fold.

“A large supply of these and all other necessary school books was received early in the year from the Society in London for promoting christian knowledge; and the Committee have in consequence been enabled to furnish them at a very cheap rate to military and other schools by whom they were much wanted.

“As the National system of education in the English schools, which is adopted in the school at Bombay, is only an improved extension of that generally practised by the natives of Hindoostan, the following brief statement of the Hindoo practice, chiefly extracted from Dr. Taylor's appendix to the *Lilawati*, may not be uninteresting.

“On joining the school the young pupil, after having performed the preliminary ceremonies, proceeds to learn, first the vowels, then the consonants, and finally the combinations of the vowels and the consonants; these operations are performed on a board about 12 Inches long and 8 broad; a white ground being first formed with a kind of pipe clay, the board is covered with sand, or gulal, which is flour dyed of a purple colour; the forms of the figures or letters are traced with a reed or small wooden style, which, displacing the sand or coloured flour, leaves the white ground exposed; by drawing a roller over the sand, or by gently shaking the board, these forms are easily obliterated; and by means of grooves in the rollers, ruled lines are at the same time made of any distance from each other required; five or six vowels having been written down on the board, the scholar retraces their forms by drawing his style over the characters which have been written, and at the same time pronouncing audibly the name of each, until the forms of the letters given in the lesson have become so familiar that he can write them without a copy and pronounce their names. In the next lesson five or six more letters are put down, which the scholar learns to write in the same manner as before; and thus he proceeds until he has learned to write and read the whole number of vowels and consonants and the combination of these letters according to his alphabet.

“After the learning of the alphabet, the scholar proceeds to the numeral figures, which he retraces on the sand and pronounces in the same manner as before; in the more advanced stages however, and particularly when the arithmetical operations extend to some length, the scholars use a board painted with a black ground, upon which they write with a mixture of chalk and water.

“In the system of education thus briefly detailed, it will be observed that writing and reading are taught together instead of being made different branches of instruction; while tracing the forms of the letters or figures, the scholar at the same time repeats their names, a practice which is followed also when he proceeds to cyphering.

“But what chiefly distinguishes the Hindoo schools and which has been so well adopted in the National system is the plan of instruction by the scholars themselves. When a boy (the girls are never taught to read or write amongst the natives of India) joins the school, he is immediately



put under the tuition and care of one who is more advanced in knowledge, and whose duty it is to give lessons to his young pupil, to assist him in learning, and to report his behaviour and progress to the master.

“The scholars are not classed, but are generally paired off, each pair consisting of an instructor and a pupil. These pairs are so arranged that a boy less advanced may sit next to one who has made greater progress, and from whom he receives assistance and instruction; when however several of the elder boys have made considerable and nearly equal progress, they are seated together in one line and receive their instructions directly from the master; by these means the master has sufficient leisure to exercise a vigilant superintendence over the school, and of inquiring into the progress made by each pupil under his instructor.

“To these judicious arrangements and practices, several modifications and important additions have been made under the National system; principally, 1st. In the division of the school into classes, each under the tuition of one of the scholars. 2d. In reading word by word backwards and sometimes syllabically. 3d. In unreiterated spelling. 4th. In the reading and cyphering lessons being accompanied with questions. 5th. In keeping a register of the business done in each class. 6th. In the mode of rewards and punishments. To these must be added the use of small cheap books, and especially the interrogative mode of communicating religious instruction.

“The great improvements on the original plan thus made in the English schools consist, not only in the religious instruction conveyed, and the clear ideas communicated to the pupil's mind by means of questions, but also in the greater spirit of emulation produced by the classes, and by the rewards; in the general love of order and regularity; and in the respect for the value of time so commonly disregarded by the natives.

“In the schools of the Hindoos in general, the boys are only taught to keep accounts, or carry on a simple commercial correspondence; persons who are desirous of a higher degree of knowledge, when they arrive at riper years, employ Brahmins to read and explain their mythological histories (for they have no other), and a few collections of popular tales. But this kind of reading never enters into the plan of their public schools, where there is nothing like moral instruction, except that the chanting of hymns in praise of their Gods or their master might be so denominated. The Mussulman boys sometimes learn a little Persian and Arabic, and are taught to read sentences in the Koran, but never to understand them.

“None of the female children of the natives, except occasionally some of the richer Parsees, are ever taught to read or write.”

\* \* \*

“Before the Directors conclude this second report to the subscribers, it will (be) gratifying to them to be informed that some steps have been taken by the Committee in conjunction with the chaplains at Tannah and Surat for forming schools at those stations; but these proceedings were in too early and undigested a state at the close of the year to enable

them to lay any certain information before the public—in the meantime the Central school continues to flourish in every respect, and promises at no distant period to be productive of the most important and beneficial results.”

## 6

**Extract from the Second Annual Report (1817) of the  
Bombay Education Society, page iii.**

Subject: *List of Office-Bearers (1817).*

Office-Bearers (1817)

President :	The Right Hon'ble Sir Evan Napcan, Bart.
Patron :	The Rt. Revd. the Lord Bishop of Calcutta.
Vice-Presidents :	Lt. Gen. Sir Miles Nightingale, K.C.B.
	G. Brown, Esqr.
	J. Elphinstone, Esq.
	Hon'ble Sir Alexander Anstruther, Kt.
Vice-Patron :	The Reverend Arch Deacon Barnes.
Directors—13 ; Directoresses—16.	
Treasurer :	Messrs. Forbes & Co.
Secretary :	Rev. Henry Davies.
Surgeon :	Mr. J. J. Inverarity.
Clerk :	Mr. C. R. Vassy.
Central School, Bombay.	Tannah School.
Superintendent :	Revd. N. Wade. Superintendent : Revd. H. Davies.
Acting Master :	Mr. J. Blair. Master :
Matron :	Mrs. R. Mackenzie.

## 7

**Extract from the Third Annual Report (1818) of the Bombay  
Education Society, pp. 4-6.**

Subject: *Rules for guidance : Re :*

- (1) *Subjects of Instruction ;*
- (2) *How to make boys useful members of the Community at or before the time of super-annuation (age 14) ;*
- (3) *Admission of free students for daily instruction ;*
- (4) *The benefit of the Institution to be extended to all other inhabitants of the Presidency according to circumstances ; and*
- (5) *Admission of the Children of Natives.*

'Fifty Second.—The children shall be taught reading, writing, arithmetic, and such other useful branches of education as may here after appear necessary, and particularly they shall be instructed in the principles of Protestant Religion according to the Church of England, and in conformity with the system practised by Dr. Bell.'

'Fifty Seventh.—At or before the time of super-annuation (age 14) it shall be endeavoured to bind out the boys as apprentices, or otherwise to dispose of them as may be likely to render them useful Members of the Community.'

'Fifty Ninth.—Besides the children boarded and clothed by the Charity, so many also shall be admitted free into the school, *for daily instruction*, as the Committee may from time to time think proper and the funds may allow.'

'Sixteenth.—The benefit of this Institution shall be extended to all other inhabitants of the Presidency, who shall be desirous of availing themselves of it ; the sum to be paid for their admission shall be regulated by the Committee according to circumstances.'

'Sixty First.—Children of Natives shall be also admissible under similar regulations excepting such as may appertain to religious instruction, which shall not be enforced in any case where they are concerned.'

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## 8

### Extract from the Third Annual Report (1818) of the Bombay Education Society, pp. 12-19.

Subject : *Want of a proper School House for Boys : History of the old Charity School (1715 to 1814) to which the School House belonged.*

"But the difficulty with respect to a proper house for the boys' school still remains. In order however that the Society may clearly understand the circumstances relative to the house at present occupied by the master and boys, it is necessary to state briefly the history of the old charity school to which the house belongs.

"In the year 1715, the Revd. Cobbe, then Chaplain at this Presidency, obtained a subscription from the British inhabitants towards building the present Church of St. Thomas : which being completed in 1718, Mr. Cobbe succeeded in obtaining a second subscription from many pious and benevolent individuals, towards setting up and maintaining a charity school 'for the teaching poor children, and instructing them in the principles of the Christian religion'; in which good work there appears to have been both encouragement and some assistance afforded him by the London society for promoting Christian knowledge.

"From that period, however, for many years, nothing is now well known respecting the charity, but during the government of Mr. Bouchier (about 1750) the charity stood possessed of funds amounting to rs. 15,500, besides the present school house and the yard in which it stands. In the year 1772, the executors of Governor Hodges paid into the treasury on account of the school upwards of 20,000 rs; previously to which period, the funds of this charity are stated by the records to have been always lodged in the hands of the Governor, who gave due credit for interest thereon: the records further shew, that interest was regularly allowed on the amount paid into the Company's treasury from the time it was placed there. But the expenses of the charity school being allowed to exceed the annual amount of interest, and no new subscriptions being added, the fund was gradually diminished; and the credit on the Company's books on the 30th April 1788, was only 3,194 rs. At that time the number of boys in the school was twelve; nor does it appear that it was ever larger: they were taught reading, writing and arithmetic, and were entirely maintained and clothed at the expense of the charity.

"About that period, the late Senior Chaplain and two other gentlemen, the Churchwarden and the Comptroller, connected with him in the management of the school, recommended to the Government, to unite with the school fund and her charitable fund, which stood on the Company's books under the name of 'the church fund', and 'which' they state 'had accumulated by charitable donations for the purpose of relieving 'and maintaining decayed and indigent persons, who have little or no 'other means of subsistence.' This was done by an order of Government in March 1789; the amount however of the united fund is not stated, but it appears to have amounted in 1792. to rupees 41,892: at the same time twelve boys, the same number as in 1788, were educated and maintained by the charity: the expenses of these twelve boys are stated to have been for the year 1792, 3,557 rupees, exclusive of the repairs of the house, which appear to have been always discharged by the Government, since the time that the funds and estate of the charity were taken into its hands.

"It is most worthy of notice that in the diary of this charity for the year 1796, there is entered an official letter from the Government of Bombay to the managers of the school, conveying the copy of a letter from the Government of Madras, with the Revd. Dr. Bell's report of the school under his superintendence; saying that 'as the military male orphan 'asylum has flourished under a system altogether new, they were desirous 'of diffusing the mode of teaching practised there, which they recommended as deserving the attention of those who interest themselves in 'the welfare of the rising generation.' This report with the high testimony prefixed, Dr. Bell published in 1797 on his arrival in England, in a little duodecimo pamphlet, under the title of 'An experiment in education, made at the male asylum at Madras.'

In replying to this communication, the managers say, 'They have 'perused Dr. Bell's report with the highest satisfaction, and they think it 'would be a most desirable object to adopt a similar institution at this 'Presidency; ' they then 'most earnestly recommend to the Hon'ble Board

‘that, under the patronage of the Government, subscription books should be opened for the purpose of increasing the funds of the charity school, and rendering the benefits thereof more extensive;’ they observe ‘In Dr. Bell’s report, it appears that the Government of Fort St. George agreed to bear one half the expense of the asylum, whilst the number of children did not exceed one hundred; a similar encouragement at this Presidency, would, we have no doubt, be attended with most beneficial effect.’ In case a subscription should be effected, they leave it a ‘matter of consideration whether the Church fund should not be returned to its original purpose.’

“Nothing however appears to have been done further towards the enlargement of the school, or the introduction of the Madras system. In December 1797, at a meeting of the managers of the charity school, who then consisted of the Senior Chaplain together with the Civil Paymaster and the Sheriff of the country, it was resolved, that ‘as the funds’ of the charity school are yearly decreasing, the ‘number of boys be limited to ten.’ And they have never since exceeded that number. An account of the charity school funds in the hands of the Hon’ble Company, from Mr. Fawcett, the Accountant general, as they stood on the 30th April 1797, is entered; by which it appears that the balance in favour of the charity was then rs. 30,662-0-53. The school house was stated the year before to be in a ruinous condition.

“On the 30th April 1806, by an account from Mr. Elphinston, Accountant general, entered on the books of the school, the balance in favour of the charity was then rupees 13,422; since which time no official account of the fund appears to have been furnished. The capital of the consolidated fund has probably been now reduced not only by the expense of the school, but by several pensions which have at different times been granted for the support of decayed servants belonging to the Church establishment. The Government however have always continued to maintain and educate the ten boys; for which purpose, the average expense of their maintenance, nearly 200 rupees, has been allowed to be drawn monthly, besides the annual clothing bill which has generally amounted to about rupees 750.

“... But no repairs of consequence have since been made on the house which has been long in a dilapidated state, and was stated by the superintending Engineer in 1813, to be an unfit residence during the rains, and to be incapable of effectual repairs.

“On the institution of the present Society in 1815, it appeared an object in every respect most desirable, that the two charities should be united; an arrangement however which the Governor in Council did not think proper to comply with, without the previous sanction of the Hon’ble Court of Directors in England; to whom, it is understood a proposition to this effect has been submitted by Government, accompanied by a strong recommendation in favour of the general interests of the Society: and

from the liberality which the Hon'ble Court shewed a few years since to the orphan asylum at Madras, the Committee are confident that a recommendation in support of such an institution as the Bombay Education Society will meet with a favourable consideration.

"Should the Honourable Court be pleased to afford the assistance requested, the Society trust they shall be enabled to construct a building suitable for all the objects of the institution on the original school ground. The situation is good, being very near the Church, and in a convenient part of the town; the yard also is sufficiently spacious, and might probably be so arranged as to afford every accommodation required; and leave a small court as a play ground for the children, and for the free circulation of air. Immediately contiguous to the school ground, is a house which has for many years been rented by government at 50 rs. monthly, and appropriated for the accommodation of the master, and as a dormitory for some of the children; in the mean time the boys belonging to the Society continue to occupy the old buildings, through the permission of the Government and the Senior Chaplain; and although no union has permanently taken place between the old and new institutions, yet the boys belonging to each are under the direction of the same master, and are in every respect educated, fed, and clothed in the same manner.

"By the permission also of the Government, the sums usually paid from the Hon'ble Company's treasury, as stated in a preceding paragraph towards educating and maintaining the ten boys of the old charity, are now paid to this Society, and credited on the general account. From the economical system introduced by the Committee last year in the board and diet, the sums thus received from the Government have been rendered more effectual to their purpose, and by these means contribute to the support of more than the ten children whom alone they used before to educate and maintain."

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9

**Extract from the Third Annual Report (1818) of the Bombay Education Society, p. 20.**

Subject: *Native Children not admitted in the Girls School of the Society.*

"It is scarcely necessary to observe that, in the Girls School, all the children are the offspring of Europeans, the Custom of the pagan natives not permitting their female children to partake the advantages of education."

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**Extract from the Third Annual Report (1818) of the Bombay Education Society, pp. 21-23.**

Subject: *Details regarding the number of boys, communities to which they belonged, whether entirely boarded and clothed by the Society or not, curriculum or standards of instruction, manner of disposing of the boys when they come to be dismissed or discharged, etc.*

"In the Boys school, the Managing Committee have admitted 114, and 31 have been discharged; the number remaining in the school on the 1st of January was 83, including the ten boys of the old institution; of these 61 are the offsprings of Europeans, 9 are native Christians, 7 Parsees, 1 Mahomedan, and 5 Hindoos; all the natives and 9 of the Europeans are day scholars, 10 are partially maintained, and 42 are entirely boarded and clothed by the Society; the whole are taught reading, writing, and arithmetic, according to the national system. The number discharged will appear large when compared with the number in the school, and with the short time the institution has existed; but it should be remembered, that many of these children had grown to a considerable age, ignorant of letters, when the institution commenced; the necessitous circumstances of their parents compelled them to leave the school, as soon as employment offered: the boys now in the school, are for the most part younger, and will probably continue, until they shall have reaped more fully the advantages to be derived from the education afforded them.

"The manner of disposing of these boys, when they came to be dismissed, has ever been from the commencement of the institution, a most important consideration with the Committee; the subscribers have already expressed their wish that the boys should be taught such useful trades, or branches of industry, as might be found most advisable; and at the last annual meeting they authorized the Committee to expend such sums of money, as might be necessary for this purpose. But in endeavouring to fulfil the wishes of the subscribers, the Committee have experienced some difficulties, incident to every new institution, which would not allow them at present to enter on any permanent or fixed plan. The Society is also well aware that peculiar local circumstances prevent their employing the boys in many occupations to which in England they would naturally betake themselves; and of those callings which are still open, the Committee are not decided as to which might be pursued with the most advantage. In this state of things it could not fail to be highly gratifying to the Committee to receive a proposal from the Government to employ some of the boys in a public capacity. The proposal requested the Committee to report, if any of the boys, the offspring of Europeans, now in the charity school, were sufficiently advanced in their education, as to admit of their being employed under the revenue surveyor in Guzerat, under whose care and superintendence they might qualify themselves in the principles of surveying; and thus form a class of servants, who may

'hereafter be advantageously employed in several branches of the public service, particularly in those of the Engineers and the Collectors of the land revenue.'"

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## 11

### **Extract from the Third Annual Report (1818) of the Bombay Education Society, pp. 25-27.**

Subject: *Information relating to the new out-station schools—Surat and Tannah.*

"Hitherto, and in their former reports, the Committee have had to detail the state of the schools at the Presidency alone; but the designs which the Society have from the beginning contemplated, are not limited to the seat of Government, but to be extended to the surrounding country, and to the out-stations, as far as means shall be found to sustain the expense. It is therefore with peculiar satisfaction they now state, that during the year two schools have been formed in union with, and under the protection of the Society; the one at Surat, the other at Tannah; both of these schools are under the immediate superintendence of the Clergymen at those stations, and in both the system of education is the same as that pursued in the central school.

"The Revd. Thomas Carr, the Chaplain at Surat, succeeded in establishing a school there in the spring of 1817; it consisted at first of about 18 children; considerable difficulties however presented themselves in endeavouring to procure a proper master: the two first persons who were employed for this purpose, were found on trial to be ill qualified for their situation; at one time indeed there was no Master, and Mr. Carr then undertook for some weeks to attend the school himself, rather than that the children should disperse for want of an instructor. In the beginning of November, the present master took charge, and the school gradually improved; 22 children now attend, of whom 11 are European boys, 2 Armenians, 5 Parsees, 2 Hindoos; there are also two female children, the orphans of the late schoolmaster, who died soon after he gave up the school; these girls live in the school, and are supported by a small subscription; the boys are all day-scholars.

"The school at Tannah was instituted early in the year by the Revd. H. Davies, late Chaplain there, under the patronage of S. Babington Esq., the Judge and Magistrate, and for which a donation of 100 rs. was advanced by the bishop of Calcutta, on his Lordship's late visitation at Bombay. Mr. Davies being obliged to return to England for his health, the school has since been superintended by the Revd. Robert Baynes, his successor. It consisted a few months since of 44 children, 20 the offsprings of Europeans, and 24 Natives, mostly Parsees. At the commencement however of the present disturbances in the Mahratta territories, many of the native families fled from Tannah to the Island of Bombay for security;



and a great part of the European soldiers being ordered on field service, the school was nearly deserted. The school however, re-opened soon after Christmas, and the number of children is daily increasing.

"In reporting the formation of these schools, the Committee congratulate the subscribers on the field which is opening for their exertions and their benevolence; fresh opportunities are afforded for extending a Christian education to the hapless children of Europeans, scattered in a heathen land, and rescuing them from the evils and idolatry into which, but for the assistance of the Society, there is too much reason to suppose they would otherwise sink."

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## 12

### **Extract from the Fourth Annual Report (1819) of the Bombay Education Society, pp. 8-11.**

Subject: *Appointment of Mr. and Mrs. Cooper and their charge.*

"Mr. and Mrs. Cooper, the Master and Matron recommended by the National Society in London arrived in Bombay on the 9th September 1818. The Boys Central School was placed in charge of Mr. Cooper and Mrs. Cooper was entrusted with the duties of Matron in the Boys Boarding House. This arrangement came into effect from 3rd October 1818. The services of Mr. Blair who had the charge of the Boys School as an acting master for about two years were appreciated by the Committee and it presented Mr. Blair with a donation of Rs. 200."

\* \* \*

"The Committee engaged a house for the Boys School adjoining the Church and nearly opposite to the old Charity School premises. This building housed the Boys School and had also suitable apartments for the master and the matron."

\* \* \*

"The house accommodated 80 whole boarders, 8 half boarders and 36 day scholars—in all 124 boys receiving instruction."

\* \* \*

"The number in the Girls School was 53."

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*Note:* The Girls School must have been given also in charge of Mrs. Cooper.

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## 13

**Extract from the Fourth Annual Report (1819) of the  
Bombay Education Society, p. 12.**

Subject: (1) *Health of the Children—attention paid to:*  
(2) *The measure of education for the boys and the girls.*

"The Society are very much indebted to the Surgeon, Dr. Maxwell, who has, in the kindest manner, paid every attention to the health of the children gratuitously.

"The measure of education for the boys is at present simple reading, writing, and arithmetic, to which for the girls is added plain needle work. Humble as this measure may appear, it is sufficient for the several employments in which they will be hereafter engaged, and together with the religious instruction afforded them will be sufficient, the committee hope, to nourish in their hearts the seeds of sound religion and Christian virtue."

## 14

**Extract from the Fourth Annual Report (1819) of the  
Bombay Education Society, pp. 15-16.**

Subject: *Condition of Schools at Tannah and Surat.*

"The school at Tannah continues to be superintended by the Rev. Robert Baynes, the number of Europeans is about 15, and there are also as many native children. The parents of these children all contribute some small portion of the expense; but the receipts from the boys are not sufficient for the maintenance of the school, and the committee have, at different times, paid to Mr. Baynes 300 rupees in the course of the year.

"In the school at Surat, the Rev. T. Carr, the Chaplain, has admitted within the year 66 children, of whom 27 were Christian boys, and 11 Christian girls: of these children, 39 have been discharged, leaving at present in the school 27, including 14 Christian Boys and 4 girls; the remainder consist of native boys.

"Mr. Carr states that the native children are very irregular in their attendance, and that the bigger boys are generally unwilling to remain in classes with boys younger than themselves; some think it degrading to be where they cannot but allow that the younger boys read and spell better than themselves. Each boy seems desirous of bringing his own spelling book, and learning by himself, but in two or three instances, where the plan has been tried, the school-master has found great difficulty in making them submit to his directions; they wished to select their own lessons, and to pass over the shorter lessons. This experience has confirmed him in the opinion that it is the best plan to keep them in classes."

## 15

**Extract from the Fourth Annual Report (1819) of the  
Bombay Education Society, pp. 19-23.**

Subject : *Measures adopted to improve the system of education among the Natives and to afford the Society's assistance to Native Schools ; three Native Schools opened in Bombay.*

“ The committee have now to announce to the subscribers the commencement of an undertaking which they have long had in contemplation, and which they have every reason to hope will be productive of very beneficial effects. The Society have ever wished and intended to endeavour to improve the system of education among the natives, and to afford their assistance to native schools. The committee have been accordingly for some time considering the best mode of accomplishing this important object ; and they have only been deterred hitherto from engaging in any proposition for this purpose, from the conviction that it was their duty in the first instance to provide for the education and support of the children of Europeans.

“ The committee trust they have now made a provision for this purpose as sufficient as can reasonably be expected ; and the institution being in the fourth year of its existence, they thought the time was come when they might endeavour to realise the views of the Society.

“ Having first communicated on the subject with some of the principal native inhabitants who, it was conceived, were the most likely to accede to any proposition of the kind, with their concurrence some proposals were framed, embracing all the material points, but carefully avoiding all direct interference with their religious prejudices. These proposals were then submitted to the Panchaets or native assemblies ; and were afterwards freely distributed, having been translated into Persian and Hindoostanee, through the kindness of Captain Robert Taylor, and by the assistance of Mulla Firuz into the Guzerattee language.

“ The general design is to teach both the English and native languages, the former of which the Natives of this Presidency are in general desirous of learning, as it qualifies them for many situations in the public and mercantile offices, and very much facilitates their intercourse with Europeans.

“ It is not intended to charge the Society with the entire expense of these schools, nor to afford this education to the natives *gratuitously*. The schools which have been instituted in other parts of India for the benefit of natives are, it is believed, generally free schools ; but the committee have thought it most desirable to lend their assistance in such manner as to encourage the natives themselves to come forward, rather than to bestow the instruction on them at once free.

“ The sum proposed to be taken is one rupee per month for each scholar, or ten rupees for the year, to be paid in advance. This payment

is much smaller than they could obtain education for through any other means; besides that the instruction which they will receive through the institution will be very superior in every respect to the education attainable in their own schools.

“By these means the funds of the Society will be much preserved, at the same time that the usefulness and influence of the institution will be extended to a most important object; and by the natives themselves contributing towards the expense, which they are willing to do, it is hoped, they will the more highly value the instruction offered them.

“The first native school opened by the committee under these proposals, was one within the fort; which commenced on the 12th August last (1818) with about 40 boys, and was rapidly increased to between 80 and 90: they have since opened a native school at Girgong, and another at Mazagon, both on this island; in the former of which there are about 45 scholars, and in the latter rather more than twenty; but the natives are very irregular in their attendance, and the number in these schools has varied much.

“By far the greater part of the native children in these schools are Parsees; and the Society is much indebted to Mulla Firuz, the learned editor of the *Desatir*, who has taken considerable pains in explaining to his countrymen the views of the Society, and encouraging them to send their children to the school.

“The two greatest difficulties which the committee have to encounter, consist in competent masters, and proper school books. In order to put the school in the fort on the best footing with regard to instruction in English, it is placed under the immediate superintendence of Mr. Cooper, and occupies one of the lower rooms of the central school house. The other two schools are under two respectable Europeans, who give much satisfaction in the discharge of their duties.

In order to remedy some of the inconveniences experienced from the want of proper school books in the native languages, application was made to the ‘School-book-society’ at Calcutta, in the hopes that some of the tracts which are published by that Society in the native languages might be used in the schools, or be translated into the languages prevalent on this side of India. An assurance of ready co-operation was given by the Calcutta Society, and some of the tracts mentioned will be forwarded to Bombay. In the mean time some natives of this settlement have come forward and offered to the Society some books, which they have either framed or translated into the native languages, among which is a copy of Murray’s Grammar, which is prepared in Guzerattee by a Parsee. In learning English, the natives at the presidency entertain not the slightest objection to make use of most of the English books now used in the school.

“Considering the short period in which the measures of the committee had been in operation at the close of the year, they feel it impossible to speak as yet of the success likely to attend their exertions in improving native education; nor to say any thing more determinate with respect

to the measures proper to be pursued : a more general and full statement will be better prepared when the plan shall be more matured by experience, and the measures adopted have been longer in operation."

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16

**Extracts from the Fourth Annual Report (1819) of the  
Bombay Education Society, page 2 and page 36.**

Subject : *Establishment of the Schools under the Control of the Society  
and the number of children reading thereat, etc.*

**BOMBAY CENTRAL SCHOOLS**

Superintendent : Reyd. N. Wade, Senior Chaplain.

Master of the Boys' School : Mr. Thomas Cooper.

Marton      - do -      - do -      Mrs. T. Cooper.

Mistress of the Girls' School : Mrs. R. Mackenzie.

**TANNAH SCHOOL**

Superintendent : Revd. Robert Baynes, Chaplain.

Master : Sarjent Thompson.

**SURAT SCHOOL**

Superintendent : Revd. Thomas Chrr, Chaplain.

Master : Sarjeant Hessing.

**BOMBAY NATIVE SCHOOLS**

Fort            Master : Mr. T. Cooper.

Assistant : Mr. C. Marshall.

Girgong        Master : Mr. Watkins.

Mazagon        Master : Mr. Hussey.

(Page 2)

State of the Schools, in connection with the Society (p. 36).

Central Schools, Bombay, Instituted 1815		In the Year			
		Remaining Jan. 1818	Admitted	Left	Total Jan. 1819
Whole Boarders	Boys	65	27	8	84
	Girls	51	23	19	55
Half Boarders	Boys	8	2	1	9
	Girls	0	0	0	0
Day Scholars	Boys	27	3	7	23
	Girls	2	0	0	2
*Total, Boys and Girls		153	55	35	173
Surat School Instituted 1817					
Day Scholars	Christians*	15	19	16	18
	Natives	7	14	12	9
*Some girls are included in this number.					
Tannah School Instituted 1817					
Day Scholars	Christians	20	—	—	15
	Natives	24	—	—	17
Native Schools Instituted 1818					
Fort (Central Schools)	opened in Aug.	0	109	27	82
Girgong,	opened in December	0	31	—	30
Mazagon,	opened in December	0	14	—	14
Regimental Schools					
Supplied with books through the Society		Men	Boys	Girls	
Hon. Co's Artillery,	Matoonga	25	16	5	46
His Majesty's	47th Regiment	6	15	7	28
His Majesty's	65th Regiment	86	23	13	122
Hon. Co's	European Regiment	40	16	0	56
Total					610

\* The total number of Children admitted into, and discharged from, the Central Schools from 1815, to 1818, inclusive is

	Boys.	Girls.	Total.
Admitted	189	111	300
Left	74	53	127

## 17

**Extract from the Fifth Annual Report (1820) of the Bombay Education Society, page 10.**

Subject : *Regimental Schools ; conducted on the National System and their condition in general.*

"The regimental schools are all conducted on the national system, according to the Duke of York's regulations, and appear for the most part to be well attended ; the school belonging to the artillery has doubled its number since last year, and is attended by several native children. His Majesty's 65th regiment having been lately stationed in Bombay, the committee have had an opportunity of observing their school, which they may be allowed to say has been much promoted by the zealous attention of Major Warren, the commanding officer ; it is highly gratifying to observe the admirable order and regularity of this school, and the proficiency exhibited by all attending it."

## 18

**Extract from the Fifth Annual Report (1820) of the Bombay Education Society, pp. 10-12.**

Subject : *Native Schools—Introduction of the teaching of Native Languages along with English ; improved curriculum ; measure adopted to have suitable School Books, etc.*

"On the subject of native schools, though the report which the committee have to make, may be less encouraging than the sanguine hopes of many may have anticipated, yet they trust much has been effected by their exertions, and that the system of native education is gradually improving ; one school has been added to the three stated in the last report to have been established by the committee on this island, and the total number of boys in them is about 200. For each child one rupee is received per month, and where this sum has not been sufficient to defray the necessary expenses, the remainder has been borne by the society.

"Hitherto the children in these schools have been taught the English language, but means are taken for introducing the native languages. The committee have already adverted in their last report to the almost total want of any thing like good and useful books in the languages of the country ; it is to be remarked that more difficulties arise in promoting native education from this circumstance than any other ; for neither are the natives themselves for the most part unwilling to learn, nor are there wanting a sufficient number of schools well attended ; there are probably as great a proportion of persons in India who can read and write, and keep simple accounts, as are to be found in European countries ; but their acquirements extend no further ; they are never taught to pursue a con-

nected reading, nor is any thing like moral instruction ever afforded them. In order to remedy the deficiency of school books in these languages, the committee formerly stated that they had made application to the school-book society at Calcutta in the hope that some of the books published by that society might be used in the schools here, or be translated into the languages most prevalent on this side of India. The books received are found to be in the Persian, Arabic, and a dialect of the *Hindoostanee* not much understood by natives of Bombay; it becomes therefore necessary to translate such of them, as are required, into the Guzerattee and Mahrattée languages, as those in most common use among the boys; a selection of good fables has been translated into the former language through the kind assistance of Mulla Firooz and the work has just been printed at the expense of the society.

"The measure of education which it will be right should be afforded to such of these native children, as are desirous of learning, should be, the committee suggest, of a higher kind than is usually given, or is attainable, in their own schools. A few tracts should be framed in a popular way on General History, Natural History, Geography, and Astronomy; and considering the great commercial pursuits of many native inhabitants of this presidency, an elementary treatise on navigation, and a description of the countries connected with this port, would be highly useful, and could not fail of much interesting them."

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## 19

### **Extract from the Fifth Annual Report (1820) of the Bombay Education Society, pp. 12-13.**

Subject: "*Bombay District Committee of the Society for promoting Christian Knowledge*"—*Their co-operation in promoting the views of the Education Society in regard to Religious education; supply of suitable English Books.*

"The society has hitherto obtained through the "Bombay district committee of the Society for promoting Christian knowledge" all such English books as are used in the national schools, at reduced prices. Early in the year the district committee expressed their desire of co-operating still further in promoting the views of the Education Society, and it was subsequently determined that the district committee should supply gratuitously to all the schools in connection with this institution, such English books as may be required, being on the printed list of the London Society."

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## 20

**Extract from the Sixth Annual Report (1821) of the Bombay Education Society, page 5.**

Subject : *Death of Mr. and Mrs. Cooper (1820) and appreciation of their work by the Society.*

*“ Central Schools*

Mr. and Mrs. Cooper died in the year 1820 (August 1820) sent from London to Bombay in 1818 by the National Society in London.

The Committee appreciated very much the work of Mr. and Mrs. Cooper during their two years' charge in Bombay.”

## 21

**Extract from the Sixth Annual Report (1821) of the Bombay Education Society, pp. 8-9.**

Subject : *Report on the working of the Central Boys School and the formation of a Library in the School.*

“ In this (Central Boys) school there are 85 whole boarders, 6 half boarders, 22 free day scholars, and 30 native scholars, making in all 151 boys, of whom 91 are either wholly or in part maintained by the society. The admirable system of discipline and instruction which Mr. Cooper had very successfully and completely introduced, is carried on without diminution ; it is indeed one excellent part of the national system, that every teacher in the school being well versed in the ordinary mechanism, and having daily occasion to practise its principles in the instruction of his class, the school suffers less immediate loss in the deprivation of its head,—and the succeeding Master has only to observe and conform to the plan already in operation. The committee enjoined Mr. Morgan strictly to regard all the rules of Mr. Cooper, and they hope that these rules have been so well kept up, that the subscribers will find in the public examination of the boys, a gratification equal to that with which they witnessed the last in February 1820. 12 boys have been admitted during the year, and 11 have left the school ; of the latter several have been placed in a respectable way of procuring their livelihood under the auspices of the committee.”

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“ At the last annual meeting it was determined, in consequence of the very gratifying progress which the boys exhibited, to form at the school a small *library* for their general amusement and instruction ; a subscription was entered into for this purpose, and Rs. 1200 have been received. Of this sum £120 sterling were sent some months since to Messrs. Rivington,

Booksellers, London, with a list of books prepared by some members of the committee. In addition to the books, a pair of Globes have also been ordered, with a few of the most useful maps, and a small set of mathematical instruments, it being intended to teach a few boys of the greatest proficiency, a little of geography and the simple rules of navigation. To this library the District Committee of the Society for promoting Christian knowledge have presented a complete set of the Society's books and tracts, and some few books have also been given by individual gentlemen."

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## 22

### Extract from the Sixth Annual Report (1821) of the Bombay Education Society, pp. 12 to 15.

Subject : *Report on the working of District Schools—Tannah, Surat and Broach.*

#### "DISTRICT SCHOOLS."

"In the school at Tannah, which is superintended by the Chaplain who monthly visits that station, there are 25 children ; and the general state of the school is as satisfactory as can be expected under existing circumstances ; the society have no means of immediately obtaining in the outstations good and competent masters ; but every attention is paid to the children, and they make very decent progress in reading, writing, and in religious instruction.

"From Surat, the Revd. Thomas Carr, chaplain of that station, writes, that the number of children admitted into the Surat school from Nov. 7th 1817 (when it begun) to Feb. 1st 1821 is as follows :

Christian Boys	...	...	...	29
Parsees	...	...	...	35
Hindoos	...	...	...	34
				<hr/>
				98 Boys
Christian Girls	...	...	...	10
				<hr/>
				108
				<hr/>

Thus the grand total to 1st Feb. 1821 is 108 children who have been admitted into the school.

"The average daily attendance for the last year is as follows :

1820	January	24.	1820	August	29.
	Feb.	25.		Sept.	22.
	March	26.		Oct.	19.
	April	27.		Nov.	16.
	May	26.		Dec.	19.
	June	27.	1821	January	15.
	July	27.			

"This view represents the attendance as very irregular, and I am quite at a loss to devise any plan to improve it. We have no hold of the children; if they or their parents do not like the regulations, they will neglect them. Their only object is to have the children educated sufficiently to enable them to write in public offices; this education might very soon be communicated; but as we have a further object, to improve and instruct the mind, we are under the necessity, I think, of conciliating in some degree in order to keep the children under our instruction. My own opinion is, that we must bear with the parents of this generation, that we may be able to instruct their children. The next generation will know the value of education better, and we may more easily dictate proper terms for the management of schools. The children at Surat are, I think, much improved during the last year, and I must say, that even after seeing the Bombay school I find much cause to be satisfied with the one here, considering the difference of circumstances.

"To the district schools formerly reported to be in union with the Society, another has been this year added at Broach; and it is placed under the superintendence of the Chaplain of Surat, who visits Broach on one Sunday in every month."

Of this School the Reverend T. Carr reports:—

"The Broach school was opened in April last (1820), and the number of admissions since that period has gradually increased to something more than thirty, but it would be a very erroneous idea to suppose that 30 or even 20 children regularly attended. The Master complains heavily of the attendance, and he thinks the parents are principally to blame. This is no doubt the true state of the case. Early in January he was so disheartened that he closed the school; the children doubtless enjoyed the holiday and the parents were indifferent about it. He has however reopened the school; the children came back, but he now complains they are as irregular as ever. I do not know that we can remedy the evil.

"The education of children in India is a most important, but a most trying undertaking. Thanks for your trouble is not to be expected, the few instances when it is otherwise must be highly prized as some encouragement. If you deprive children of the advantage, they or their parents are scarcely disappointed. The simple object must indeed be the good of the instructed, though for a time that is little valued. We must pray and hope that He Who has the hearts of all in His power will open the eyes of these poor people to see their real interest."

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## 23

**Extract from the Sixth Annual Report (1821) of the Bombay Education Society, pp. 19-20.**

Subject: *Appreciation made by the National Society, London, for the exertions and success of the Bombay Education Society in the field of educating the Natives and in the great cause of virtue and religion.*

"From the *National Society* the Committee have received with the eighth Report (1819) a letter from the Reverend Dr. Walmsley, the Secretary, expressing that Society's sincere congratulations on the exertions and success of the Bombay Education Society. Whilst every succeeding year shews the increasing importance of the National Society's proceedings in England, where by the last report no less than 250,000 children are educating under its influence, & above 60,000 annually sent forth from its different schools with religious knowledge and orderly habits, it is gratifying to observe the interest with which the Society regards the benevolent exertions made in this distant settlement in the same great cause of virtue and religion; and it is remarkable how the same simple system of education originally adopted from the native schools on these shores, is now returned with increased effect, and with higher and more extensive designs.

"The impulse which has been given to the feelings of the public on the subject of native education, will not, it is hoped, be suffered to languish; and as growing experience yearly impresses on the friends of the cause a more firm and full conviction of the extensive good which is derived from it, may corresponding exertions of benevolence be made on the part of the public for its permanent support."

## 24

**Extract from the Sixth Annual Report (1821) of the Bombay Education Society, pp. 20-26.**

Subject: *Measures necessary to be introduced towards improving the education of the Natives considered and The 'Native School and School Book Committee' formed as a branch of the Bombay Education Society.*

**"NATIVE SCHOOL AND SCHOOL BOOK COMMITTEE."**

"The imparting to the natives of this province some improvement to their present education has ever been an object of the Society's earnest interest. The means which they hitherto have been able to pursue have been partial and inadequate; neither did the state of their own funds, nor the rules under which they were collected, seem to warrant the

Managing Committee in appropriating to such purpose more than occasional sums from what might be more especially intended for the benefit and education of the children of Europeans. Another very serious obstacle to the promotion of their designs was the deficiency of plain and useful school tracts in the languages of the country; this they have more than once lamented, and endeavoured in some degree to remedy as far as their limited means would permit.

“In imparting to the natives useful knowledge to any extent, and with the hope of any good and permanent effect, it is evident the language of the country must be the *chief* and proper vehicle. The English language is almost confined to the island of Bombay, and here is principally to be found among those natives who are anxious to acquire it for the furtherance of mercantile pursuits, or for facilitating their intercourse or employment with Europeans; the great body of the people of the province have no occasion for its use, and are entirely ignorant of it. However advantageously therefore the English language may be taught to many at the Presidency, and to some of a higher class at the outstations, yet it is impossible to look, with any hopes of success, to imparting knowledge generally and usefully in a language which must remain to the greater portion a foreign one. But in the languages of the country, it is remarkable, there are few, if any, books of a good moral tendency, and fewer still which can be offered in their present state for the education of children. Schools are frequent among the natives and abound every where, but the instruction in them is of the lowest kind, and amounts to little more than a simple knowledge of the alphabet and figures, with a complicated mode of common arithmetic; reading is not practised, nor orthography acquired; whilst as regards general knowledge, or an acquaintance of their religion and moral duties, the children are entirely without instruction.

“One of the first objects therefore towards improving the education of the natives, must be the preparing and publishing some unexceptionable school-tracts in the native languages. These languages will be for the most part the Mahratta and Guzerattee, the former of which prevails through the extensive provinces of the late Paishwa to the Southward and Eastward of Bombay, and the latter to the Northward. This object once obtained, some further attempt might be made to improve the existing native schools, and to introduce better and more extended instruction.

“With these designs the Managing Committee gladly availed themselves of a recommendation from the ‘Bombay District Committee’ to extend their views in native education and to adopt some more effective means for so desirable a purpose. They therefore called a general meeting of the Society on the 10th August last (1820) to sanction some resolutions having these objects in view. The Honourable Mountstuart Elphinstone, President of the institution, and Governor of Bombay, with the most liberal wish to promote by his powerful patronage their views for the improvement of native education, very obligingly presided on the occasion. The resolutions passed at that meeting will be found in the Appendix; suffice it here to observe, that the Society then determined to form a

separate Committee, and to have a separate fund for this purpose ; and as it was of material importance to secure the interest and co-operation of the natives, it was resolved that a portion of the Committee should be elected from among the principal divisions of Hindoos, Parsees and Mahomedans. It was declared to be a principal object with this 'Native school and school-book committee' to prepare books in the native languages, which, without any reference to religious matters, should tend to improve the morals, enlarge the understanding, and promote general and useful knowledge. Whilst the Committee are thus employed in preparing books, it will also be a particular object to improve existing schools, and to establish others, as circumstances may require. Measures will be adopted for providing a body of qualified teachers and translators from the natives themselves ; and to such of the scholars as exhibit sufficient proficiency and an earnest desire for further improvement, facilities will be afforded for their acquiring a knowledge of the English language and of European sciences.

"A subscription was immediately entered into by the persons then present at the public meeting. The Honourable the President himself put down his name for a donation of 600 Rs. and an annual subscription of 300. The resolutions also were printed in the native languages, and circulated throughout the province. The subscriptions to the present day amount, in benefactions to Rs. 4250, and in annual subscriptions to Rs. 1881.

"Soon after this general meeting, an opportunity was taken of assembling some of the principal natives of Bombay, and explaining to them the wishes and intentions of the Society ; many of them professed their approbation of what was done, and signified their readiness to submit the proposals to their own Panchaets or native assemblies. After some little delay, another meeting of these natives was called, and from among such of them as were willing to engage in the work, the fixed number of native Directors was filled up.

"It is with great regret however the Committee feel themselves compelled to state that the designs of the Society do not appear to meet with that general concurrence among the natives, which it was anxiously hoped they would have done. To what cause this is to be attributed, it is not very easy to say ; perhaps not to any one singly so much as to several mistaken notions, which they must trust to time and more favourable circumstances to do away. It is not probably to be expected that the natives should immediately be able to appreciate the advantages to be derived from the Society's designs, nor can they well understand the benefits arising from a general diffusion of knowledge.

"To those natives who have joined in their views, the Committee feel great obligations ; and without being in the least discouraged by the backwardness of others, they proceed to the furtherance of the Society's intentions. In this their labours will be somewhat alleviated by the great exertions already made in the same good work by the Calcutta School-book Society ; the tracts indeed of that Society are none of them in a language

or character of use at present here, but some of them may be translated ; and the Committee will derive much from the experience of that Society as to the best mode for their general proceedings.

“ In order to prepare some tracts sufficient to commence with, the Committee have ordered to be printed in Guzerattee and Mahratta a translation of the Fables, mentioned in the last report ; they are also preparing large characters, as an alphabet, cut in wood ; elementary grammars and the common arithmetical tables of the country are preparing for the press ; and some of the members of the Committee are engaging in making selections from some of the native books in general acceptance. Some tracts, it is understood, are also printing in Guzerattee and Mahratta by the ‘ Bombay District Committee ’, several of which, it is hoped, may be used in the Native schools of the Society.

“ The Committee conclude with respectfully but earnestly recommending this branch of the Society’s designs to the same generous patronage which has so effectually contributed to the other great objects of the Institution.”

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## 25

### **Extract from the Sixth Annual Report (1821) of the Bombay Education Society, pp. 33-35.**

Subject : *Resolutions passed at a General Meeting of the subscribers of the Education Society on Thursday 10th August 1820—Native School and School Book Committee formed.*

#### (APPENDIX)

##### No. 3.

“ Native-school-and-school-book Committee.

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At a General Meeting of the Subscribers of the Education Society on Thursday 10th August 1820. The HONORABLE MOUNTSTUART ELPHINSTONE—Governor of Bombay, in the Chair.

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The Secretary read the proceedings of the Managing Committee of the 22nd of July—Resolved—

1st. That it is expedient that some further steps be taken by this Society for the providing of Native School-books, and improvement of Native Schools, as a separate branch of the institution.

2d. That the design be to assist and improve existing Schools, and to establish and support any further Schools which may be requisite, with

a view to the more general diffusion of useful knowledge among the inhabitants of India subject to the Government of Bombay.

3d. That the Schools be primarily for the conveyance of knowledge in the languages of the Country.

4th. That the attention of this branch of the institution be specially directed to the providing suitable books of instruction for the use of Native Schools in the several languages (English as well as Asiatic), and to afford assistance in the preparation, publication, and cheap or gratuitous supply of other Works which may be deemed useful by Committee.

5th. That it form no part of the design of this branch of the institution to furnish religious books.

6th. That donations and annual subscriptions be solicited from Europeans and Natives for carrying into effect the preceding resolutions, and that the sums thus accruing shall be applied exclusively and entirely to the aforesaid object, and be annually accounted for in the general report.

7th. That a separate Committee be formed for carrying into effect the above purposes, to be called 'The Native-School-and-School-Book Committee', and to consist of the Managing Committee for the time being, and 12 additional members being natives and subscribers to the Native-School-and-School-Book fund.

8th. That the Native Directors be 4 Parsees, 4 Musselmans, and 4 Hindoos, to be elected by the Native Subscribers on the principle of the 9th standing Regulation.

9th. That a European and Native be appointed to act as the Secretaries to this branch of the institution, who shall report their proceedings to the Secretary of the Society.

10th. That Dr. Taylor be appointed the European Secretary, and that a Native be appointed by the Native Subscribers.

11th. That it be left to the discretion of the Native-School-&-School-Book committee to adopt such measures as may appear practicable and expedient for accomplishing the objects above stated; the existing Regulations of the Society as far they are applicable being considered as the basis by which the Committee shall regulate their proceedings.

12th. That the above Resolutions be printed and published in the English and Native languages under the direction of the Native-School-and-School-Book Committee.

13th. Resolved unanimously, that the thanks of this Meeting be given to the Honorable the Governor for his condescension in taking the Chair at the Meeting, and the interest he has kindly expressed in the success of the institution."

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## 26

**Extract from the Sixth Annual Report (1821) of the Bombay Education Society, pp. 56-57.**

Subject: *List of benefactions and Annual subscriptions for the Native School and School Book Committee.*

List of benefactions and Annual Subscriptions for the Native-School and School-book Committee.

				BEN.	SUB.
The Hon'ble M. Elphinstone	...	...	...	600	300
H.E. Lieut Gen. Hon'ble Sir Chas. Colville, G.C.B.	...	...	...	100	100
A. Bell, Esq.	...	...	...	100	100
H. Meriton, Esq.	...	...	...	100	100
Ven, Archdeacon Barnes	...	...	...	100	50
A.					
Aitchison, Lieut. Col. A.	...	...	...	50	50
Anderson, G. W. Esq.	...	...	...	100	"
B.					
Babington, S. Esq.	...	...	...	"	50
Blair, Lieut. Col. H.	...	...	...	"	50
Barnes, Capt. G.	...	...	...	50	"
C.					
Carr, Rev. T.	...	...	...	30	25
Clow, Rev. J.	...	...	...	30	30
Crawford, J. H. Esq.	...	...	...	100	50
Christie, D. Esq.	...	...	...	"	30
D.					
Davies, Rev. H.	...	...	...	"	25
Davitre, M. Esq.	...	...	...	30	"
Dāvidas Hurjevamdass,	...	...	...	150	25
E.					
Erskine, W. Esq.	...	...	...	50	50
F.					
Farish, J. Esq.	...	...	...	100	50
Forbes, M. Esq.	...	...	...	50	"
Frederick P.	...	...	...	45	20
Framjee Cowasjee,	...	...	...	300	100
H.					
Henderson, J. Esq.	...	...	...	100	"
Hutchinson, Capt. J.	...	...	...	25	25
Hormasjee Bomanjee,	...	...	...	200	100

			BEN.	SUB.
I.				
Irwin, G. C. Esq.	...	...	50	50
J.				
Jervis, Lieut. J.	...	...	100	"
Jemsetjee Bomanjee,	...	...	100	"
Jamsetjee Jejeebhoy,	...	...	150	50
K.				
Kennedy, Maj. Vans,	...	...	105	"
L.				
Lawrence, J. R.	...	...	"	25
M.				
Morley, J. Esq.	...	...	"	30
Meck. S.	...	...	50	"
Morse, A. Cap.	...	...	50	"
MacLeod, J. Lt.	...	...	50	"
N.				
Noton, B. Esq.	...	...	25	25
Naggurdass Heerjee Modey	...	...	75	10
Native Estab. Eastern Zillah North of the Myhee	...	...	154	"
O.				
Ogilvy, G. Esq. Surg.	...	...	45	"
P.				
Payne, Rev. S.	...	...	"	25
Phillipps B. Esq.	...	...	"	30
Pope, Capt. J. A.	...	...	"	30
Pottinger Cap.	...	...	200	"
Purvoe Sunker Sinny.	...	...	25	6
R.				
Romer, J. Esq.	...	...	100	50
Ritchie, J.	...	...	50	"
Ragoonath Josey	...	...	25	10
S.				
Shank, H. Esq.	...	...	100	50
Shotton, W. Esq.	...	...	200	"
Steuart, J. R.	...	...	50	"
Sadasew Cassinath Chuthoy,	...	...	25	10
T.				
Taylor, J. Dr.	...	...	"	50
Tate, W. A. Lieut.	...	...	30	20

			BEN.	SUB.
V.				
Vencoba Sadasew, naique, Secretary,	...	...	50	10
W.				
Warden, F. Esq.	...	...	100	100
Wadderburn, J. Esq.	...	...	100	50
Willis, Maj. R. A.	...	...	60	30

## 27

**Extract from the Seventh Annual Report (1822) of the  
Bombay Education Society, pp. 15-16.**

Subject: *Report on the Working of District Schools—Surat, Broach and Tannah.*

## DISTRICT SCHOOLS.

"The Surat School continues under the active superintendence of the Reverend T. Carr, the Chaplain, and exhibits as satisfactory a proficiency as the irregular habits of the natives will allow. There are now 36 scholars in it, and the master has paid every attention to their instruction; some apprehension however is entertained, lest ill health should compel him to quit the station, and in that case it will not be easy to find a steady and well qualified successor.

"The attendants at Broach School are less than last year, but it is satisfactory to observe that it comprehends all the children of Europeans at that station. The master devotes great attention to the school, and has introduced a mode of teaching the boys and native language together with the English, by making them translate by dictation from one to the other.

"At Tannah, the temporary removal of the European Veteran company had considerably diminished the school, and much lessened the value of it, as was chiefly on the account of their children, that the Society were induced to originate it. The corps having lately returned, the school is again in operation."

## 28

**Extract from the Seventh Annual Report (1822) of the  
Bombay Education Society, pp. 24-27.**

Subject: *Native School and School Book Committee—Progress made by:*

## NATIVE SCHOOL AND SCHOOL-BOOK COMMITTEE

"The introduction of useful knowledge and moral improvement among the Natives of this province, continues to engage the anxious attention

of the Native School and School Book Committee; and if they have not altogether met with the success which might have been anticipated, they trust it may be attributed to the operation of temporary difficulties, and that a more extensive communication of their views, and a more active perseverance in their plans, will ensure the same good results as have been obtained in other parts of India.

"The first object for which they are united is the preparation of School-books in the native languages of this side of India, in the prosecution of which they have to regret that considerable delays occurred from the protracted illness and subsequent death of their lamented European Secretary, Dr. John Taylor. On him the Committee chiefly depended for superintending the translation into the native languages of such works as were deemed useful, and he was unable from his numerous avocations and ill state of health to pay that attention to the wishes of the Committee which he desired. The Committee however have made some progress in publications both in Guzeratte and Mahratta. In Guzeratte they have prepared and printed, 1st. Set of large letters; 2d. Short sentences, 3d. A selection of Fables. In Mahratta they are publishing the same, and they had also resolved to print the Puncho Pakhyan, but they are most happy to say that the Hon'ble Mountstuart Elphinstone, Governor of Bombay, anticipating the wishes of the Committee, has directed one thousand copies of this work to be printed at the public expense, under the superintendence of W. H. Wathen Esq., who has also readily consented to undertake the office of Secretary to this Committee.

"The Hon'ble the Governor in Council has also obtained from England an entire new fount of Mahratta types, from which the above work will be printed, and Mr. Wathen is engaged under the sanction of Government in selecting other unexceptionable native tracts, and in translating such English publications as it is thought will be more immediately useful.

"It will be seen by this statement, that the Honorable the Governor is most effectually promoting the designs of this Committee, and is lending in a most desirable manner his powerful aid towards ameliorating the moral character of the natives, and towards advancing among them the elements of useful knowledge and literature; encouraged by such an example the Committee will persevere in their efforts to diffuse useful knowledge, and to furnish those suitable books in the native languages without which schools cannot be conducted with any good effect.

"The second great object of the Committee is to improve existing schools, or to establish others. In improving existing schools, the chief means will be the introduction of the publications prepared by the Committee, to which must be added some general superintendence by which the careful reading of these books, and something like a regular system of instruction shall be ensured. In establishing new schools of their own, the object of the Committee is to institute regular schools into which as being entirely controlled by the Society, there may be introduced a regular, uniform, and improved mode of tuition; and at first it will be sufficient

to limit their number so as to serve as models for imitation. But in all these the success and efficacy of their views will depend on the competency and activity of a well qualified Superintendent."

## 29

**Extract from the Seventh Annual Report (1822) of the  
Bombay Education Society, page 49.**

Subject: *Appendix No. 6 to the Report: Table showing the state of  
the Schools in connection with the Society.*

Central Schools Bombay, Instituted 1815		Remaining Jan. 1821	In the Year			Total Jan. 1822
			Admitted	Left		
Whole Boarders	Boys	85	33	30		88
"	Girls	63	8	23		48
Half Boarders	Boys	6	2	2		6
"	Girls	—	1	—		1
Day Scholars	Boys	26	24	21		29
Total		180	68	76		172
Surat School, Instituted 1817						
Day Scholars	Christians	11	2	9		4
	Natives	14	32	14		32
Tannah School, Instituted 1817						
Day Scholars	Christians	18	—	—		10
	Natives	11	—	—		15
Broach School, Instituted 1820						
Day Scholars	Christians	10	—	—		6
	Natives	20	—	—		14
Native Schools in Bombay						
Fort (Central School) opened	1818	38	—	—		46
Egarrie	—Do.— 1818	54	85	98		41
Jambulwarrie	—Do.— 1819	111	—	—		103
Regimental Schools						
Hon'ble Company's Artillery,						
Matoongha		105	30	78		54
Hon'ble Company's Artillery, Kaira		—	—	—		11
His Majesty's 17th Light Dragoons		46	—	—		86
—Do.— 47th Regiment		135	60	86		109
—Do.— 65th Regiment		99	80	44		135
—Do.— 67th Regiment		60	—	—		110
Hon'ble Company's European Regiment		92	74	35		131
Grand Total		—	—	—		976

**Extract from the Eighth Annual Report (1823) of the  
Bombay Education Society, pp. 17-18.**

Subject: *Expediency to separate altogether the activities of the Native School and School Book Committee from the concerns of the Education Society considered. Native School Book and School Society formed.*

"Before concluding this report, it is necessary the Committee should here state, that it has been deemed expedient to separate altogether from the concerns of this Society, that branch of the establishment, which was instituted in connection with it, for the promotion of education among the *native* population. It having been thought for the interest and advancement of that desirable object, to form an institution having in view wholly the moral and intellectual improvement of the natives, and entirely apart from Christian education; a public meeting was held, at which a new Society was formed under the name of the *Native School-book and School-Society*; whose object it will principally be, to promote useful knowledge in the languages of the Country, both by procuring and circulating publications, and by establishing and assisting native Schools. Natives, however, will continue to be received for learning English in the Schools of this Society, where the numbers at present in the Boys' Central School average about 60."

**Extract from the Bombay Secretariat Records—G.D. Volume  
48 of 1821-23, pp. 63-68 and page 73.**

- (1) Letter dated 5-4-1823 from the Secretary to the Native School Book and School Society to the Secretary to Government, Bombay.
- (2) Letter dated 6-5-1823—Reply from Government to the Society's letter dated 5-4-1823.

Subject: *Soliciting such pecuniary aid as the Governor-in-Council may think proper to afford to enable the Society to push up their plan of providing suitable School Books.*

To,

James Henderson, Esq.,  
Secretary to Government.

Sir,

It is in the notice of the Hon'ble the Governor in Council that a Committee of the Bombay Education Society for some time extended its designs to the moral and intellectual improvement of the native population, and engaged in preparing a few tracts for their use. It being deemed,

however, more likely to promote the object in contemplation, a separate Institution was formed in the month of August last, embracing the general views of the former Committee, both with respect to the preparation of books in the native languages, and the Establishment of Schools, but placing the management of the Institution on a more efficient footing.

2d. A copy of the proceedings at that time, together with the rules then adopted by the "Society for Native School-books and Schools," I have the honour to enclose for the information of the Hon'ble the Governor in Council, by direction of the Managing Committee. In these proceedings the Committee was greatly encouraged by the success which seems to attend similar institutions at the other Presidencies and more especially by the voice and example of the Government itself.

3d. The plan of providing suitable SCHOOL-Books necessarily involves the Society in very considerable expense, to which their resources are altogether inadequate. The more particularly as the difference between the vernacular Dialects spoken in the territories under this Government and the dialects current under the Presidencies of Bengal and Madras prevents the Society from deriving any assistance from the Books which have been translated and printed by the Societies established in those parts of India.

4h. In making known their wants in this respect to the Hon'ble the Governor in Council, the Committee trust to the liberal views of Government, which has shown itself anxious to promote every prudent and well regulated attempt to improve the great body of the people subject to its rule. The Committee believe, both that the object for which they are associated will be contemplated by the Governor in Council with great satisfaction, and that the regulations under which they are formed will be approved as meriting his confidence and giving a strong pledge that the Society will act with sound discretion, and advice regard to the circumstances in which they are placed.

5h. In soliciting therefore such pecuniary aid as the Governor in Council may think proper to afford, the Committee hope it is unnecessary for them further to assure the Government, that such aid will be faithfully applied to the benevolent purposes, required, in such manner as the Governor in Council shall approve.

I have the honor to be,

Sir,

Your most obedient Servant,

Sd.

Secretary.

Bombay,

5th April 1823.

At a Meeting Held this Twenty First Day of August 1882 at the Office  
of the Persian Secretary, at 11 O Clock.

His Excellency Lieutenant General,  
The Hon'ble Sir C. Colville, G.C.B., in the Chair.

The following resolutions of the Education Society were communicated  
to the meeting.

Resolved: That it is desirable that the Native School and School  
Book Committee be discontinued as a branch of the (Bombay) Education  
Society; and that a distinct institution be formed under the denomination  
of the Native School Book and School Society.

Resolved: That the subscribers to the Native School and School  
Book Committee be considered as subscribers to the new institution, unless  
they give notice to the contrary.

The Meeting having taken into consideration the above resolutions,  
it was moved by Mr. Erskine, seconded by the Rev. J. Clow, and  
unanimously agreed to—That, in furtherance of the above resolutions, a  
Society be now instituted, to be denominated the Bombay Native School  
Book and School Society.

No. 756 of 1823.

General Department.

To

W. Simson, Esq.,

Secretary to the Native School Book & School Society.

Sir,

In acknowledging the receipt of your letter of the 5th of last month  
with its enclosures, I am directed to express the concurrence of the Hon'ble  
the Governor in Council in the views of the Society, and to acquaint you  
that the Governor in Council will be glad to support the expense of print-  
ing such Books as it may think necessary, leaving the funds of the Society  
disposable for the instruction of Native Teachers.

Bombay Castle,  
6th May 1823.

I have the honor to be &c.

Signed J. Henderson,  
Secretary to Govt.

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## 32

**Extract from the Ninth Annual Report (1824) of the Bombay Education Society, pp. 6-9.**

Subject: *National System of Instruction continued to be observed in the Society's Boys School; its superior advantages evident in the steady progress made by the schools, etc.*

"The National System continues to be strictly observed in the management of the classes, and in the method of instruction; and its superior advantages are very evident in the steady progress made by the whole School, and the intelligence observable in those boys who have gone regularly through it. The leading points in the National System of Education, are—1st. that no lesson be imposed but such as is short and easy, —2nd. that every lesson be learnt accurately and perfectly—3d. that every thing which is learnt be understood before another knowledge be imported, —and 4th. that the elementary truths of our Religion be combined with education, and nothing taught but what is calculated to make good Christians, faithful subjects, and useful members of society. The method of education rests on the simple principle of tuition by the scholars themselves, under the superintendence of a single master; by this method, time and expense are saved, instruction rendered easy and pleasant, and attention and industry excited. The questioning which attends every lesson is also a remarkable and useful point in this admirable system; for in consequence of it, it is almost impossible for the scholars to learn any thing superficially; the teachers being selected from the higher classes, the knowledge acquired in the lower classes is constantly kept up in their minds, and by explaining the lessons to others, and having to keep their classes in attention, a thoughtfulness and sobriety are habitually practised, from which, and from the religious instruction which makes so prominent a part of the education, the most beneficial effects to themselves, and to society may be expected under the Divine blessing.

"The boys continue to be in great request in various departments under Government, where several, who have been trained up in the Institution, are now employed with credit and satisfaction. The Committee have great pleasure in stating that, in addition to the opening made by Government for the employment of the boys of the Central School in some situations in the Medical Department, as reported in a former year, a plan has been formed in the Chief Engineer's Office, by the direction and with the sanction of the Governor-in-Council, for the instruction and subsequent employment of a limited number of boys under Officers in the Engineering and Surveying departments.

"Some difficulty was experienced in finding board and lodging for such of the boys employed in the Engineer's Office, as were either orphans or had no connections and friends at the Presidency; the Committee therefore determined to permit boys to continue to live in the School House, a sum being paid to the Society for their maintenance. The applications

for apprentices have been numerous, some of which the Committee have felt it necessary to decline; partly, thinking it desirable, on account of the boys themselves, that they should remain in the School until they were older, and had made further advancement in their learning, and partly, because their removal would in some cases seriously affect the School, from a great difficulty in immediately supplying their places as Teachers. The boys by remaining some little time longer will be better qualified for any situation; and they will have attained an age at which they will be more likely to have formed correct and steady habits, to have gained in some degree the management of themselves, and be more able to withstand the temptations to which they may be exposed. It will readily be admitted that no time will have been lost by their detention in the School, when it is stated that only one of the boys now in the Institution is above 15 years of age, and only 8 have reached their 13th year; besides, it is but reasonable that they who are entirely indebted for their education to the Institution should render it some service, when they are in some measure capable of doing so by assisting in the education of their Juniors."

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PART II

BOMBAY NATIVE EDUCATION  
SOCIETY

(Extracts Nos. 33 to 106)

## 33

**Extract from the First Report (August 1824) of the Bombay Native School Book and School Society, pp. 3-6.**

Subject: *Early History of the Institution upto its formation as an independent body—August 1820 to August 1822.*

"Altho this Society has been in existence some time, it has only of late begun to surmount the obstacles attending its first operations; and to mature and arrange the plans for its future proceedings on this account, the General Managing Committee has been unable to present hitherto any Report that might prove satisfactory to the subscribers and the public and encourage them to an extension of the patronage. They have not however been unmindful of their obligations, or of the important ends contemplated in the establishment of this Institution; and they trust that a statement of their past proceedings, will shew, that the fairest prospects are opening to the undertakings of the Society.

"The Institution (B.N.S.B. & S. Society) was originally incorporated with the 'Bombay Education Society', acting, however, under the immediate supervision and control of a separate 'Managing Committee'. This mode was found in practice to be objectionable on many accounts; and it was at length determined to form a separate society, which should have the Education of the Natives solely in view.

"(August 1820) In August 1820, at a General Meeting of the Subscribers of the (Bombay) Education Society, when the Governor, the Hon'ble Mountstuart Elphinstone, presided, the first steps were taken at this Presidency for extending the benefits of intellectual and moral improvement to the natives, and for introducing them to a knowledge of the arts and sciences of Europe. To this end it was deemed expedient by the General Meeting to enter on the important undertaking with a resolution of preparing and providing, in the first instance, the humbler requisite for education in School Books in the languages of the country; and of instituting and improving Native Schools. These duties were accordingly committed to a separate Committee of that Society denominated, 'The Native School Book and School Committee', consisting of 3 Gentlemen of the Managing Committee for the time being, and twelve additional members, being Natives, and Subscribers to the Native School and School Book Funds, selecting four from each of the Sects in Bombay: Hindoos, Moosulmans and Parsees. To these were added a European and a native Secretary. The Committee, thus formed, were to be guided by the following principles which are given, nearly in the words of the meeting, as they exhibit the leading features of the Society under its present consideration.

It is Resolved—that the attention of the branch (Committee) of the Institution, be specially directed to the providing suitable Books of instruction, for the use of the Native Schools, in the several languages (English, as well as the native, peculiar to the districts of this Presidency);

and to afford assistance in the preparation, publication, and cheap or gratuitous supply of other works, which may be deemed useful by the Committee."

"That it forms no part of the design of this branch of the Institution to furnish religious Books, a restriction, however, which in the words of its exemplary sister Society at Calcutta, the present Committee beg to state, "is very far from being meant to preclude the supply of moral tracts or books of moral tendency, which without interfering with the religious sentiments of any person, may be calculated to enlarge the understanding and improve the character."

"That the design be to assist and improve Native Schools; and to establish and support any further schools which may be requisite, with a view to the more 'general diffusion of useful knowledge among the Inhabitants of India, subject to the Government of Bombay."

"That the Schools be primarily for the conveyance of knowledge in the languages of the Country" and

"That Donations and annual Subscriptions be solicited from Europeans and Natives for carrying into effect these resolutions, and that the sums thus accruing, shall be applied exclusively and entirely to the aforesaid object and be annually accounted for in the General Report."

"The Committee thus formed, lost no time in bringing these Resolutions to the Notice of the native population; and in order to explain to them in the fullest way, the designs in contemplation, a meeting was convened of the principal Native Inhabitants of Bombay, which was numerously attended. Those deputed twelve of the most eminent and respectable of their body, together with a native secretary, selected for his superior character and acquirements (Vencoba Sadasheo Naik), to be associated with the European Directors, for concerting in union with them, the best plans for their future proceedings.

"Notwithstanding these promising assurances, the Institution was for a considerable time, impeded by many obstacles; its nature and design did not seem well understood by the natives in general; and some of its most useful and active Members were removed. Yet there was much which seemed to encourage the objects of the Committee. Both Books and Schools for Natives were increasing in demand, and success has greatly attended similar Institutions at the other Presidencies.

"(August 1822) After some consideration a general meeting was convened on the 21st August 1822; at which the Commander-in-chief, His Excellency Lieut. Gen. the Honourable Sir Charles Colville, presided; and on this occasion, in consequence of a desire expressed by the 'Education Society', 'The Native School Book and School Committee' was discontinued as a branch of that Society and constituted into a distinct Institution, under the present denomination, 'The Bombay Native School Book and School Society'.

"Thus separated, the Society modified and extended the Rules and its management, which, as they now stand, were placed as the first document in the appendix to this Report. The funds also of the late 'Committee' were transferred to the new Society, and a fresh subscription set on foot."

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### 34

#### **Extract from the First Report (August 1824) of the Bombay Native School Book and School Society, page 6.**

Subject: *Special Committee appointed (July 1823) to report on the system of education prevailing among the Natives and to suggest the improvements necessary to be applied to it.*

"(July 1823) The necessities of the Society daily increased with its exertions and its usefulness; and the period at length seemed to have arrived when it became expedient to lay before Government all the Society's exigencies and projects, with the hope of obtaining its permanent care and patronage. In order to afford Government the fullest information and to direct its decision as to the nature and extent of the aid to be given, special Committees were appointed to report the state of education among the natives, to organize a plan of instruction that should ensure uniformity and efficiency throughout the schools of the Society; to consider and suggest the best method of improving and enlarging the stock of Books in the native languages of our Provinces; and to render such further information as in their opinion was requisite.

"(September 1823) The Special Committee's Report was laid before the General Managing Committee towards the end of September, in this year. It was fully approved and adopted, and a resolution made to ground upon the valuable information it afforded, the application to Government for its countenance and support. The importance of this document requires its insertion at length."

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### 35

#### **Extract from the First Report (August 1824) of the Bombay Native School Book and School Society, pp. 25-26 and page 28.**

Subject: *Appeal to the British Community acquainted with the Vernacular dialects of the Provinces to exert their talents and zeal in compiling and translating books of useful and of moral tendency, to the Natives for like contributions, to all for the donation of standard works of any language for the formation*

*of a 'Native Public Library' and patronage and support to further the cause of Education.*

"Every friend to education must derive the highest gratification in the desire thus evinced for the permanency and success of the Society. Nothing can more forcibly recommend its interest to the further notice of the people of this country or their English associates, than the success it has already attained, and the liberal and powerful assistance it has received from Government. The stores of learning and morality are thrown open to the native population, to increase their happiness and prosperity; and their European associates are called on, to invite and encourage them in the promotion of education, from which they themselves have acquired (with the permission of the Almighty) so many blessings of cause more worthy or more excellent cannot be proposed to justify an appeal for more extensive contributions towards its support. The benefits contemplated are of a nature so important, and are designed to spread over a field so wide, as to justify the hopes of the Committee, that the liberality of the public will be proportionately extended. The list of the present subscribers, will shew the inadequacy of the means, which the Society has hitherto had at its disposal, to embrace the most limited operations; and it is entirely through the timely and extensive support of the Bombay Government, that it has been able to accomplish what has been done. The Committee cannot but impute this deficiency to the ignorance that appears to prevail respecting the Society's designs and usefulness; as these become generally known, they are willing to anticipate greater accessions to their pecuniary resource.

"To the large portion of the British community, therefore, who are acquainted with the vernacular dialects of our Provinces, the Committee beg to make an earnest appeal for the exertion of their talents and zeal, in compiling and translating books of useful and of moral tendency; to the natives at large, they address an equally earnest solicitation for like contributions; and to every one indiscriminately native or European, they beg to point out how acceptable to the cause would be the donation of standard works of any language for the formation of a 'Native Public Library'.

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"The Committee having now brought this Report to a great length, conclude with expressing their earnest hope that both the general objects of the Society and their own proceedings, will meet with the liberal patronage and support of the Public. If the plans, of which they have now detailed the principles and progress be cordially encouraged, they have good reason to hope they will accomplish a considerable improvement in the moral condition and happiness of the community, and give a new character to Society at large, throughout the Indian Provinces. To those of the European and native population, who have hitherto given their support, the Society owes its grateful acknowledgment; and it would be wanting in gratitude and respect, if it did not thus publicly proclaim the very great, prompt, and powerful assistance it has throughout received

from the Honourable the Governor in Council, who loses no opportunity of promoting and encouraging by all prudent and practicable means, the happiness and welfare of the Natives of this Presidency."

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36

**Extract from the Bombay Secretariat Records—G.D. Volume 8(63) of 1824, pp. 91-96 ; pp. 99-108 ; pp. 301-316 and pp. 357-66.**

- (1) Letter dated 4-10-1823 from the Secretary to the Bombay Native School Book and School Society to the Secretary to Government, Bombay.
- (2) Letter dated 10-3-1824 from the Secretary to Government to the Committee of the Bombay Native School Book and School Society.
- (3) Letter dated 29-5-1824 from the Secretary to the Bombay Native School Book and School Society to the Secretary to Government.

Subject : *Submission to Government of the Report of the Special Committee appointed by the Society to examine the system of education prevailing among the Natives and to suggest improvements necessary to be applied to it ; Government's reply to the request made by the Society to sanction pecuniary aid in their favour to enable them to push up certain activities ; Society's acknowledgement of the gratifying attention Government gave to their communication and for the liberal pecuniary aid granted.*

(1)

To

James Henderson, Esq.,  
Secretary to Government,  
Bombay.

Sir,

*Bombay Native School Book & School Society.*

I am directed by the general Committee of the Bombay Native School Book and School Society, to transmit for the information of the Hon'ble the Governor in Council, the enclosed Report of a Special Committee of its members appointed to examine the system of Education prevalent among the Natives, and to suggest the improvements of which it seemed capable.

2. The objects of this Institution (already known to Government) it is unnecessary to explain in detail. The Society in its regulations expressed a wish to adhere to the principles and rules on which education was conducted by the natives themselves—a measure presumed congenial to them and recommended by the consideration those principles had met,



in the improved plans of Lancaster and Bell. But though the fundamental features were to be found in the Native System, the arrangement and extended application of the great principle "Tuition by the scholars themselves" was yet to be introduced. It was indispensable, therefore, to make the very earliest enquiry into the actual state of Native Education ; and to depute several of its members to investigate thoroughly every thing relative to a question so interesting ; and at the same time if they discovered any defects, to point out the steps that should be taken by the Society for securing the efficient prosecution of its useful and benevolent objects. The information obtained from such enquiries could not be brought to the notice of the Hon'ble the Governor in Council, in words more suitable than those of the Special Committee ; to whose report I am requested to solicit the most earnest attention of the Hon'ble Board. By injunction of the general Committee it has been as much compressed as possible, but still embraces enough to show how vain is any expectation of prosperity and permanent success attending the Institution, without the fostering aid of Government. For the liberality which has already relieved it from the expenses of publication the Society is impressed with the most sincere gratitude. Hence (independent of other countenance) it would infer the interest with which its exertions are viewed by Government and would fain appeal for the further pecuniary indulgencies deemed necessary by the Special Committee, conscious that such alone would enable the Society to surmount its present difficulties, and command strength sufficient to pursue its career with success.

3. I am directed to state that the pecuniary charges have been estimated (on points that would come within the scope of calculation) as economically as possible ; and that the Society's Funds cannot reach at present beyond the disbursements for Schools on the Islands of Bombay and Salsette.

4. I am directed also to advert respectfully to the impossibility of making, at this early period, any calculation of the expense for translating or composing original works for the Society : but it entertains a confident hope that time, experience, and economy will render occasion for requisition on Government for this purpose. The Society deem it a great object to obtain a larger supply of Mahratha types and a new font of Guzerathee ; the latter to be executed like the new Balbodh ; drawings of the letters might be sent home. They might afterwards be disposed of, on moderate terms to the Native Presses, as there the works could be most commercially printed. The Society would solicit moreover a lithographic Press, and the nomination of a Depository, in whom (under the control of the Secretary) should be vested the charge and the disposal of all its publications. It would further request some place about the centre of the Island commodious as a receptacle for the works in deposit, as a room of meeting and for the general business of the Society.

5. The Society is informed that the sum of Rupees 210 is paid monthly by Government into the Office of the Persian Secretary to remunerate persons for the compilation of works in the vernacular dialects of our provinces. If it please Government to place this sum at the disposal

of the Society, every attention will be paid to render the compilations, of which it is designed to defray the expense and to constitute the reward, suitable to the object in view, and the requisition of the Society for pecuniary aid will, to that amount, be diminished.

6. Were it necessary separately to dwell on one motive above another to justify this appeal to the liberality of the Hon'ble the Governor in Council for accomplishing the important designs of the Society, as most important, that might be adduced, of meeting the wishes of many Natives themselves for diffusing the blessings of education upon enlightened and sound principles—such advances on their part make an epoch in the progress of their minds ; and whilst they invite the skilful aid and guidance of their European associates in the great work of Education, there is a pleasing prospect of eventual success. To the symptoms thus favourably manifested toward the cause, among the class of Natives destined to the more retired and civil occupations of life, it is highly gratifying to observe others recently developed by the introduction of Schools amongst our Native Soldiers—On the latter part of this subject I am desirous to notice an instance, in the accompanying copy of a Letter from Colonel Seal,\* which cannot but prove interesting to the feelings of the Hon'ble the Governor in Council, and I am enjoined to express the earnest hope of the Society, that under the encouragement of our enlightened Government, the same truly benevolent and laudable zeal will ere long pervade every Corps of the Army.

I have the honor to be,

Sir,

Your most obedient humble Servant,

Sd. G. Jervis

Secretary.

Bombay,  
4th October 1823.

#### ACCOMPANIMENT NO. 1.

#### REPORT OF THE SPECIAL COMMITTEE

Report of the Special Committee appointed to examine the system of Education prevailing among the natives and to suggest the improvements necessary to be applied to it :

“The Special Committee having taken into consideration the subjects recommended to their notice and having gone through the necessary investigations (connected with it) proceeds to report the result—

“This they deem themselves bound to do as concisely as possible since their enquiries have led to the conclusion, that a minute detail of the system and extent of education among the natives subject to this Government, which is common to other parts of India, would be a voluminous and unnecessary repetition of facts already so often brought to the notice of the public. They therefore turn at once to the most

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\* Letter from Colonel Seal has not been traced so far.

prominent features that appear to distinguish, on this side of India, the system of education among them, enumerating the evils that occur and to suggest their several remedies."

1st. "The first and principal evil consists in the deplorable deficiency of Books for Education and mental improvement.

2d. "The second in the want of an easy and efficacious method of imparting instruction.

3d. "The third in the want of persons qualified to undertake the office of Instructors, as well as persons to be vested with a General Superintendence and control of the Schools.

4th. "And the fourth point, the want of the necessary funds for carrying the objects into effect.

"First the want of Books—The Society has long ago been convinced that its earliest attention be diverted to the preparation and publication of Books both for the elementary and for more advanced stage of Education among the natives. In the vernacular dialect of the two Provinces subject to this Presidency it can discover scarcely any work calculated to promote instruction. The Maratha and Goojrathee languages have always been restricted to the purposes of conversation and business and have never been applied to the cultivation and extension of literature, even in its humblest form.

"The Committee therefore must depend on the exertions of European Gentlemen, in order to point out to such intelligent natives as may lend their assistance, the proper mode of reducing languages to fixed rules and principles and of employing them successfully in the translation of such works from English, as may be approved of by the Directors.

"The Committee would therefore recommend a series of publications suited to the stages of learning thro' which the pupil must proceed in the schools from the first acquisition of his alphabet. In producing the accompanying list \* of what the Committee deem requisite, they must add, that they are only able to describe the nature of most of them in a general sense. The labours of our fellow society in Calcutta promise to contribute essentially to the end under consideration, and on referring to the annexed list of works † already received from it, it may be determined what particular tracts should be translated into the vernacular dialects of our Province. It must be recollected, however, that those in the provincial dialects of Eastern India, are quite useless here, as unknown both to natives and Europeans. The Committee feel themselves gratefully indebted to the aid and example of the Society at Calcutta, but cannot deny themselves the indulgence of a hope that there may be found here, talents efficient to supply the whole of the works in the dialects of our own Provinces.

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\* Appendix No. 2.

† Appendix No. 3.

"A statement of what has already appeared from the exertions of the Society in Bombay,\* is annexed; and as a stimulus to development of further exertions and talents, the Committee beg to impress upon the funds of the Society the necessity of remunerating those persons whose productions are approved by it, whether in the English as drawn up for translation or whether prepared directly in the Maratha and Goojrathee languages. On the supposition of conferring remuneration, it is suggested that a public advertisement be issued for the information of natives as well as Europeans inviting them to present productions on subjects to be specified, and offering a reward for those which are most approved.

"With respect to translations whether from English or from Sanskrit, into the Maratha and Goojrathee dialects, it ought to be observed that vernacular terms should be used as much as possible; the proper word, therefore, should be at all times sought for, and the display of learning by the introduction of foreign words should be most particularly avoided. But when the idea intended cannot be expressed by a term in either of these dialects, assistance should be derived from their cognate language, the Sanskrit, and not from the Persian or Arabic.

"The subjects to be treated on should be chiefly those noticed in the list No. 2; but it is not intended thereby to refuse works on other subjects suited to the understanding of the adults, which may meet the approbation of the Society. The scale of remuneration must depend so much upon the merits of the works that are produced, that it is impossible to form an estimate of the expense that may attend their purchase. If a limit is fixed never to be exceeded, it would prevent the corrections and improvements, which further knowledge and experience might point out as necessary. But no alteration, involving expense, should be undertaken, without the special approbation of the Directors.

"The publication of the works that have already (been) issued from the Press in the native languages, appears to the Committee to be attended with exorbitant expense, and with many imperfections difficult to be removed in attempts to form printing types for characters that belong particularly to a free, open, writing hand. There is reason, however, to believe, that the addition of a Lithographic to a common printing Press, would prove very advantageous and tend to lower the price of publication. From what has been thus adverted to, the next point to which the attention of the Committee is naturally drawn, is a consideration of the most effectual means of rendering publication conducive to the purposes of education and in extension to the general improvement of literature and morality.

2ndly. "The want of an easy and efficacious method of conveying instruction presents itself, therefore, as the second great evil to be remedied by the exertion of our society. The Committee have availed themselves of all the information they could collect respecting the practice which exists here of imparting instruction. Its two distinguishing characteristics of

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\* Appendix No. 3.

sand-writing and mutual instruction, so much admired and adopted in the recent attempts to extend education in Europe, have of course come to the notice of the Committee, with all the merit due to their useful invention and tendency in economy in material and tutors ; but the Committee are bound to declare that the hints which were furnished from the systems prevalent in the schools of Malbar (Madras), have been so happily improved on, by the genius and labour of Lancaster and Bell as to give that system an aspect almost entirely a new or at least an extension, which combines the more rapid acquirement of learning with a more certain retention to what is once learnt. The Committee observe an essential defect in native system arising from the want of a proper division of the pupils in a school into classes according to their respective capacities. It is evident that among any considerable number of boys, there must be many exactly or so nearly on a par in their attainments, as to form distinct and separate orders. This circumstance very properly suggests the division of a school into classes of several boys each in preference to acting on the supposition of the natives, that the gradation of talent among the scholar is so minutely unequal as to authorise the custom among them of forming a school into one single class, where the tuition of a listless master is suffered to descend to the lowest pupil with all the imperfections it accumulates in its precarious progress through the minds and understandings of every boy in the school. In the native system, moreover, there is a total want of emulation among the students. A boy is promoted as those above him go away (unless stupidity displays itself in a degree which induces the parents to withdraw him altogether). At school idleness (if not very flagrant) seldom meets admonition ; and to talents, the honour of preferment or reward is very precarious. The distribution of number of boys of nearly equal attainments into classes leads to the improvement practised in the schools of England of existing emulation by taking places ; by putting down the negligent to a inferior class. The Committee (unwilling to enlarge) will only express an earnest solicitation, that measures be adopted for more effectually introducing among the natives the system of teaching as recommended by Lancaster. Many of the native associates of the Society, have looked into and approved the principles in which the system is conducted, and the eagerness they manifest : to give it a trial, should, at least, be met with a proportionate energy on our part, to shew its superiority above that now existing among themselves.

Before concluding this part of the subject, it may be observed that it may be desirable that the schools for teaching of English should be also established. This measure would be particularly agreeable to the natives, but it might be attended with the disadvantage of withdrawing them from the learning of their own vernacular dialects—any consequences of this kind, however, must be obviated, by requiring that every boy shall attend a Maratha or Goojrathee school for a certain period before he is admitted into an English school, and in this manner the instruction of the natives might be adapted to their wishes and be at the same time accompanied with all the benefit which can be reasonably expected from the exertions of the Society.

3rdly. "The Committee come next to report on the third division of the subject. The wishes expressed by the several of the most respectable natives just adverted to, and the information the Committee have derived from the communications contained on their records from Mr. Romer and Mr. Chaplain confirms the necessity of calling the attention of the Society to the proper qualifications of persons entrusted with the important office of instructors. The native masters of the present day are not unfrequently so deficient, as to be able to carry a boy through the very limited course of instruction prevalent in their own seminary. It would be vain therefore to hope for an advantage from the unassisted labors of such men, when education is conducted on an improved plan, and with enlarged views.

"With the public action and with the system of instruction proposed in the foregoing paragraphs, it is essential every school master should be acquainted; and the Society is led to believe, that many persons qualified for school-masters would willingly be initiated into the improvement of the new system; and a short time would suffice to augment their number from among the scholars themselves. The operation of the system should commence with a few active natives resident at the Presidency, and others invited from the Deccan and Goojrath. To ensure their attention to the course, it is requisite to secure them by a regular stipend. The small number of them who have abilities that might contribute to the mental improvement of their fellow creatures, cannot be expected to resign their daily bread and devote their time gratuitously to our purpose. In the first instance, without the aid of such men, the Society can neither, enter upon, nor hope to continue the improved system. It is deemed, therefore, expedient, that a certain number of these be assembled in Bombay and under the superintendence of one or more members of the Society, be made complete masters of the system of Education, and with the books recommended to be read. Thro' these persons, thus informed, it is proposed to propagate the plans of the Society devolving on them at first, the duty of teaching school-master; and eventually of superintending and controlling and reporting on the progress of schools established under the Society's auspices. The Committee are of the opinion that two of these persons should reside and carry on their duties in Bombay and Salsette, the one for the Maratha and the other for Goojrathee languages, and, as the principals or heads of the native departments of the whole Presidency, they cannot prescribe for them a smaller monthly salary each, than one hundred Rupees. Two others, the Committee recommend to be stationed in the Deccan, for the Maratha language; one at Poona, the other at Dhoolia, upon a Monthly salary each, of sixty Rupees; and two in Goojrath, for the Goojrathee language, upon the same salary one at Surat, the other at Ahmedabad. The allowance for English teachers and superintendents must be apportioned by the talent found in those who offer to the situation. It is proposed to place all these persons, as well as the schools, under the immediate care of the European Secretary, acting under the authority of the Society and to appoint him the medium for all reports and communications respecting them. To aid such arduous duties, it will be requisite to look for the most active display of zeal and diligence in

the native Secretary, and to enable that person to devote a considerable portion of his time to such purposes and to write out the several papers and records, it is further suggested that he be allowed a monthly salary of one hundred Rupees.

“Having given a general list of what is requisite for education, together with a description of the persons which should be engaged to promote it, it remains only for the Committee to devise the manner for obtaining pecuniary funds for giving effect to their several suggestions. The scale of remuneration for composing or translating works and tracts, they are as yet unable to specify ; the charges for superintendence and for the services of the native secretary and establishment are already detailed in the preceding part of this Report. The expense incurred by the employment of school masters and the hire of school rooms, cannot be exactly estimated. Independent, however, of the last charge and of the indulgence already granted by the Government, of defraying the cost of publishing books, the Committee find it would be utterly impossible to prosecute the remaining duties projected for the society, with the very limited funds at present at their disposal, and the uncertainty of their augmentation from voluntary contribution.

“With means so disproportionate, the Committee are immediately prompted to look towards Government for pecuniary assistance ; the more especially as it has shewn such readiness hither to support the views of the Society. From the dissemination of education, the culture and moral improvement of the human mind, these are consequences as truly advantageous to the governing as to the governed ; and it is not with any presumptuous feeling the Committee express their opinion, that it appears more beneficial and glorious to check at first the propensities and ignorance and vice, by affording its subjects the means of judging between right and wrong, than eventually to make a display of that power with which Providence has entrusted the British Government, for the suppression of crime and maintenance of order. It is needless to point out the propriety of the Society pledging itself for a faithful and economical apportion of the monies granted by Government, as well as of exerting its utmost endeavours to lessen the necessity for such calls, by encouraging the voluntary contributions. Adverting to the present state of the Society's funds and small addition they have received from its first institution, it is impossible to hope that they can be applied to any purpose beyond the support of the schools and schoolmasters on the Island of Bombay and Salsettee. It is to be hoped that the day is not far distant when the natives themselves may be prepared to relieve their European associates from much of the expense of this Society. In the meantime the Committee calculate on an alleviation of the requisitions on Government by disposing of publications beyond the wants of the schools.

“Finally, it is deemed expedient to bring this Report without delay to the notice of Government with such alterations and remarks as the

General Managing Committee may think necessary, and to solicit that its liberality may make good the deficiency of the Society for accomplishing the end herein set forth."

Bombay,  
13th September 1823.

By Order of the Committee  
Sd. Geo Jervis  
Secretary.

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ACCOMPANIMENT NO. 2.

*Appendix No. 2—List of Elementary tracts and Books considered requisite for Education by the Special Committee.*

1. The various characters of the two languages with their several combinations delineated with the utmost accuracy on paper, each letter at least three inches high, to be pasted on separate boards, that by frequently reading and copying them, the scholar may become further acquainted with the powers of their own alphabet.
2. A selection of useful words accurately spelt, written on paper, and posted on boards after the manner of Lancaster's English Table. The letters in these to be not less than one inch in height. The tables to proceed progressively from words of one syllable upwards. By making boys copy and spell these till perfect in them, it is intended to improve them in orthography in which they are at present so defective.
3. In a similar manner it is proposed to collect a set of the most useful compound words to be written and spelt.
4. A sketch of grammar in Maratha and Gujrathee, with at least correct paratijms the nouns and the verbs.
5. A vocabulary accurately defining the meaning of three or four thousand of their first words. It should include every word used to convey an idea in the works hereafter mentioned.
6. Easy school Books for improvements in reading, as fables, anecdotes, extracts from natural history, moral sentences, etc.
7. A simplified system of arithmetic, giving the easiest method of solving those practical equations which are so abstruse to the natives.
8. A treatise on Geography. In this is indispensable to describe Hindustan and the adjacent countries particularly; and England as intimately connected with it.
9. A short but perspicuous account of solar system, preceded by such a succinct description of the laws of motion, attraction and gravity, as are necessary to render the system plain and intelligible; to this might be added a comparison of their own system.
10. A Short Treatise on natural philosophy, natural history.



11. A compendium of History and Chronology should come next to the foregoing account of the solar system, of the Earth and of the objects it contains.

12. A Compendium of Ethics.

Works recommended by Government to be added to the above, as per their Secretary's letter 10th March 1824.

A Treatise on the Elements of Geometry, with the application of them to practice in mensuration, etc.

A few tracts, or one tract, containing those prudential maxims which are most important to the poor.

A Concise treatise containing rules for managing schools according to the modern method, with one or more on the same subject, with an explanation of the advantages that would accrue to Masters and scholars from the adoption of the improved method.

### ACCOMPANIMENT NO. 3.

#### *Appendix No. 3—Depository List of the Bombay Native School Book and School Society's Works.*

Those marked with asterick are in the press, and those which are as yet unprepared for the press are included in ( )

No. of copies	I Maratha	Price
725	Leepee Dhara—Conts. the alphabet, combined letters and a collection of words from one to five syllables by Pundits in the service of the Society	1st edition 3 0 0 1 0 0
783	Numerals—conts. the numbers, multiplication tables, Tables of weights and measures after the system of Maratha Schools—by —do.— —do.—	8 0 0 1 0 0
763	Advice to children—in Short sentences—by Sadashaw Cassinath, Native Secretary	8 0 0 1 0 0
399	Gunnit—1st Part—a system of arithmetic on the European plan, upto compound interest—by Capt. George Jervis, the European Secretary	8 0 0 2 2 0
	(Gunnit 2nd Part—vulgar and decimal fractions, involutions, evolutions, etc, ditto ditto)	

No. of copies	I Maratha	Price
390	A treatise on the management of schools, according to the Lancastrian system of Education—by Capt. Molesworth ..	8 0 0 3 0 0
	(A translation of Esop's Fables (partly printed) by Sadasheo Cassinath, Native secretary)	
	(A translation of the course of practical Geometry compiled by Col. Pasley of the Royal Engineers by Captain George Jervis, the European Secretary).	
	(An Elementary School Book—a transla- tion of a few stories—by Townshend Esq. of the Civil service)	
<i>II Goojrathee</i>		
725	Leepee Dhara—by Pundit in the service of the society ..	3 0 0
782	Advice to children in short sentences —do.—	3 0 0
195	Tables in Banyan Goojrathee —do.—	3 0 0
100	—do.— Parsee —do.— —do.—	3 0 0
1000	A treatise on the management of schools, according to Lancaster's system of Edu- cation—by Jugunnath Shastree ..	3 0 0
	(A translation from Maratha of the 1st and 2nd parts of arithmetic by Jugunnath Shastree)	
	English and Maratha, and Marathe and English.	
	A Dictionary by Lt. Col. Kennedy ..	12 0 0

*Books in deposit received from the Calcutta School Book Society**English*

- 78 Carpenter's spelling assistant.
- 78 Murray's spelling Book.
- 78 Ricket's Exercises.
- 15 Ogle & Duncan's oriental catalogues.
- 1st, 2nd, 3rd, 4th, 5th Reports of the Calcutta School Book Society.
- 2 Hints for native schools.
- 1 Joyee's Dialogues on mechanics and astronomy.

*Bengalee*

- 22 Goldsmith's History of England.
- 16 Dig Darsan.
- 17 Treatise on Geography.
- 20 Instructions for modelling and conducting schools.
- 12 Harter's Arithmetic.
- 50 Neeti Katha.
- 60 Pleasing tales.
- 25 Geography Historical and Miscellaneous.
- 16 Natural History of the Lion.

*Persian*

- 22 Quawadhidi Farsed.
- 26 Tables in the Hindustanee languages.

*Books in Deposit from the Education Society**English*

- 1 Esop's Fables 1 Repository of trades. 1 Turners Geography
- 1 Animal biography in 4 vols. 1 useful knowledge 3 vols.

*Works printed or prepared in the Persian Secretary's office, by order of the Government available for the purpose of the society.*

*Maratha*

Punchopakhyan—Vidoor Neeti—Singhasun Butteshee—Veytal Puchesee (Translation of moral sentences from Hitopdesha) and Goojrathee Punchopakhyan.

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(2)

No. 362 of 1824

General Department.

To

The Committee of the Bombay Native School  
Book and School Society.

Gentlemen,

I am directed to acknowledge the receipt of your Secretary's letter of 4th October and of the special Committee's report accompanying it on the important question of improving the education of the natives, and soliciting aid from Government.

2nd. You therein consider it desirable

1st. That with a view of obtaining elementary books and useful works in the native languages an advertisement should be published inviting the aid of individuals and offering rewards for such works as may be approved.

2nd. That a supply of Mahratta and Guzerattee types be obtained and sold at cheap rates to the printing establishments in order to increase their means of printing.

3rd. That a Lithographic press be supplied to the Society.

4th. That a depository should be allowed to have the charge and disposal of publications, and a commodious receptacle for their deposit which might be used as a room of meeting for the Committee and for the transaction of business.

5th. That the allowance of Rs. 210 per month to persons employed in the Persian Secretary's office for compiling works in the language of our province be transferred to the Society to be appropriated by them to the same purpose.

6th. That a Mahratta, a Guzerattee and an English School should be established at the Presidency but scholars not be admitted into the last, till after they have received instruction in one of the others.

7th. That certain learned and able natives be assembled in Bombay and made complete masters of the system of education to be adopted, and of the books to be used, that they may instruct candidates for the office of teachers, and be eventually employed, as superintendents of the schools.

8th. That eventually for the Bombay and Salsette one such superintendent be employed for Mahratta and one for Goojrattee language on a salary of Rupees 100; these two being considered as the principals or heads of the Native Department of the whole Presidency.

9th. That the following be engaged for the outstations for the same purpose.

For the Deccan one Mahratta at Poona	60
Do Do Dhoolia	60
For Guzerat One Guzeratte at Surat	60
Do Do Ahmedabad	60

The allowance for English teachers and Superintendents to be fixed hereafter.

10th. That the European Secretary under the control of the Committee have immediate superintendence of the system and that his assistant the Native Secretary have a salary of Rupees per month 100.

3rd. The expense of School masters and school rooms will be additional to the above, and cannot, it is stated, be at present estimated.

4th. The Committee further solicit the aid of Government to enable them to defray the expenses of these measures pledging themselves at the

same time to exert their utmost endeavours to obtain subscriptions from individuals.

5th. The Governor in Council defers for the present his decision on the question of aiding the society in the manner solicited in respect to the 1st and 2nd of the measures above enumerated; the course hitherto pursued would therefore for the present be continued.

6th. Several Lithographic presses having been applied for from the COURT of Directors, one of them will be supplied to the Society.

7th. The Governor in Council would grant an allowance of 80 Rupees for the rent of a building as a receptacle for the publications of the Society and a place where the Committee may meet, and transact business and with the allowance which will be sanctioned for the Native Secretary the charge and disposal of the books might be allotted to him.

8th. The best mode of assisting you in encouraging the production of the works in the native languages is still under consideration but the allowance of Rs. 210 for persons employed in the Persian Secretary in compiling native works is placed at the disposal of the Committee for the partial accomplishment of the object in view.

9th. It occurs to the Governor in Council to notice in reference to the list of subjects for publication recommended by the special Committee in the enclosure No. 1 to their report, that next to a system of arithmetic which is already in hand, a treatise on the elements of Geometry with the application of them to practice in mensuration &c. would be desirable. A system of Ethics as suggested would certainly be valuable, but it would be of difficult execution. In the meantime a few tracts or one tract containing those prudential maxims which are most important to the poor and which are least known in India would be of the greatest utility. Those most repugnant to their prejudices as those which discountenance the marriage of infants, expensive feasts to the caste &c. might be introduced in the mode most likely to elude or disarm opposition, but the success of such books must depend almost entirely on their execution and they need only be undertaken by persons who feel a strong desire to inculcate the truths to which they refer.

10th. It would however be gratifying to Government if you would obtain the preparation of a very concise treatise containing rules for the management of schools in the modern way in the Mahratta and Guzerattee languages; it might be prepared advantageously in two parts or separate treatises, a shorter and a longer, the first to embrace those improvements only, which have been without much difficulty, introduced into the schools already conducted under European superintendence, the other to embrace still further improvements and a short exposition might be added of the advantages that would accrue both to masters and scholars from the adoption of these improvements. The same tract might contain a notice of the persons from whom school books may be obtained. The expense of this will be defrayed by Government.

11th. The Governor in Council requests you will state what disbursement you estimate as necessary in addition to the funds of the Society for maintaining the Masters, and providing accommodation for a Mahratta and Guzerattee School at the Presidency, according to the system proposed.

12th. The Governor in Council highly approves of the establishing an English School at the Presidency, where English may be taught classically, where instruction might also be given in that language on History, Geography and the popular branches of science.

13th. A Master, it is understood, will be found at a salary of 50 Rs. to be doubled when he should pass a strict examination in Mharatta and again increased by the amount of his original salary when he should pass in Guzerattee. These rates would be sanctioned by Government. The Master might also be allowed to take fees from the scholars that attended him. In short an eventual expenditure not exceeding Rupees 2500 per annum will be authorized for the schools.

14th. Besides the rules you propose to be observed in regard to candidates for admission into the English Schools, it will be requisite, to guard against a mixture of classes which might prevent the higher orders from using the school, that a preference should be given to the sons of wealthy natives, and to boys who show particular promise of talents.

15th. The allowance you propose for the Native Secretary is sanctioned. He should perform the duty intended for the Depository.

16th. With regard to the native instructors or School Masters the Governor in Council is pleased to sanction experimentally the salaries you propose for them but it appears questionable whether one teacher at the Presidency might not instruct both Mahratta and Guzeratte Masters in the Lancastrian method of education, and whether one superintendent in the Dekhan and one in Goozerat might not at first be sufficient.

17th. That the subject of establishing new schools and encouraging existing ones in the Villages of the subordinate districts is at present engaging the attention of Government and no measures for that purpose have yet been determined on.

18th. The subject of Regimental Schools will also be considered and I shall hereafter have the honor of communicating the further sentiments of Government upon those points connected with the instruction of our native subjects which are still engaging the consideration of Government.

19th. It will be gratifying to Government to receive from time to time reports of the progress and success of the measures now sanctioned, of the number of school masters instructed, and of all the material proceedings of your Society.

20th. The Governor in Council relies on your carefully adhering to the rule of your Society that religion, whether Christian or Heathen, should not be touched or in any of your schools or publications, and directs

me to observe that the rule should be extended to every topic likely to excite discontent amongst the natives.

Bombay Castle,  
10th March 1824.

I have &c. &c.  
Sd.  
Secretary to Government.

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(3)

BOMBAY NATIVE SCHOOL BOOK AND SCHOOL SOCIETY

General Department.

James Farish, Esq.,  
Secretary to Government.

Sir,

I am directed by the Managing Committee of the Society to acknowledge the receipt of your letter to them of the 10th March, conveying the sentiments of the Hon'ble the Governor in Council on the letter and Report submitted to him, on the important question of improving and extending Education among the Natives ; and stating the extent to which it has pleased Government to comply with their requisition for its assistance.

2nd. Unavoidable circumstances have delayed this reply ; but I am now instructed to express the best thanks of the Committee for the very gratifying attention with which Government has received their communication, and for the liberal pecuniary aid it has in consequence granted for promoting the object, of this Society. Without this timely assistance the efforts of the Society threatened to languish and decay ; and without the patronage, now conferred, there must have been wanting, in every stage of its proceedings, that perfect energy and probability of complete success among the Natives which the fostering influence of Government is alone likely to ensure. With the means, that have been in past so liberally placed at their disposal, the Committee have resolved to lose no time in entering upon the measures recommended in the Report of the Special Committee. In the first instance, these must necessarily be confined to the islands of Bombay and Salsette ; but they are taking steps at the same time to meet the eventual decision of Government on the subject of extending the Society's operation to the Subordinate Districts.

3rd. A set of Tables on Lancaster's plan are in progress ; and the Establishment transferred from the Persian Secretary's Office is directed to prepare, in regular succession, the *Elementary Treatises* noticed in the appendix to the Special Committee's Report. At the private solicitation of some members of the Committee, they are led to believe, that the zeal of several European gentlemen, is, at this moment, engaged in preparing work for the Society ; and these together with any others that may be forthcoming under the immediate patronage of Government, promise an excellent supply of Books.

4th. A very respectable and learned Shastree has been engaged for the Superintendent of Maratha School on Bombay and Salsette. He has been recently occupied in translations, into his own language, the account of the modern method of managing schools; and is ready to begin training school masters on this plan, as soon as a sufficiency of the elementary Fables and Tracts is produced, to enable him to impart the knowledge of it practically to his pupils. It has appeared to the Committee desirable that his salary should commence with 60 Rupees per month; to be eventually increased according to the zeal and capacity he displays. It has been found impossible to unite in one person the duties of Superintendent of both the Marratha and Goozrathee Schools on Bombay and Salsette. The Committee therefore have resolved to entertain a separate person for the Goozrathee Department, but as yet none has been found, with the education and endowments requisite for assuming such an important trust. It is hoped, however, that a person duly qualified will very soon be met with.

5th. The Committee have authorized the employment of six Maratha and six Goozrathee youths to be trained up as school masters, under their respective Superintendents; and when proficient they will be available for the situation of masters, either in the Central Marratha and Goozrathee schools of the Society on this Island or for the charge separately of one of its minor schools on Bombay and Salsette. The modified system of education promises to make greater progress through the medium of young persons, than through that of adults who would be drawn with difficulty from an attachment to their own system, and be liable continually to relapse into its imperfection.

6th. From the foregoing statement will appear, what is already resolved on and what further is contemplated towards providing education for the Marratha and Goozrathee Inhabitants of Bombay and Salsette. The subject of preparing and publishing Books will be referred to in the sequel; but with reference to the 11th paragraph of your letter to the Committee of the 10th March calling for the Statement of disbursements that will be necessary, in addition to the funds of the Society, for maintaining Masters and providing accommodation for a Marratha and Goozrathee School at the Presidency, I am instructed to state that as the leading or the Central Schools of the Society in each of these languages, into which time and experience and policy may sanction the introduction of studies and pursuits that can now only be slightly adverted to, and as the *nursery* for Masters, in future, both for the *Central* Schools themselves and those of minor importance that can be supported from the Society's funds, they will occasion in the outset a monthly expense of 150 Rupees (or 75 Rupees each as detailed in the margin); \* and that this sum will inevitably be increased by the sanction and adoption of any portion of the extension and improvements above referred to.

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* Head Master	...	25
2 Undermasters at Rs. 15		30
Rent of school room	...	20
		<hr/>
		75
		<hr/>



7th. The Committee have great pleasure in receiving the approval of Government with respect to the Establishment of an English School; and beg to acknowledge the liberal allowance made for its support. A person well qualified as master from natural talent, and a classical education, as well as from very favourable testimonials to his character, has been found and the requisite application has been made for his services. The injunctions contained in your letter to the Committee respecting this School shall be strictly attended to, and its operation will commence immediately after the necessary arrangements for that purpose are effected.

8th. The Committee thankfully observe the solicitude with which Government are still engaged in the consideration of the question for extending the Society's operation to the Subordinate Districts of this Presidency. As connected with this subject, I am directed to enclose for its information, a letter to my address as Secretary of the Society, from Lieutenant J. B. Jervis with its original enclosures, reporting the establishment of a Society in the Southern Concan for the education of the natives, shewing the respectable support it receives, the progress already made in its Schools, and soliciting (through this Society) pecuniary aid from Government for the furtherance of its objects. The Committee beg leave to recommend these Documents to the attention of Government in the discussion still pending, as noticed in the 17th and 18th Paras of your letter of the 10th March; and while the Committee cannot refrain from expressing the gratification they derived from the proceedings in the Southern Concan, they enjoin me to express a hope that Government will be pleased to continue the arrangements for their superintendence under the same gentleman, who has been appointed to that duty by the members of the Society in that Province, and who has already displayed so much zeal and ability in their cause. It is a question whether the Society in the Concan should be separate and distinct from our own or to be subordinate to it. The Committee are not in possession of the wishes of the Concan Society on this head (although application has been made for a communication of them) and as it has been obliged to appeal to Government in common with this Society, for its countenance and aid, Government seem most capable of deciding the question.

9th. Preparatory to carrying the new system of education into the subordinate stations, the Committee have availed themselves of the permission granted in the 16th para. of your letter, and taken measures for the employment of one Marratha to superintend the schools in the Deccan, and one Goozrathee to superintend the schools in Goozrath.

10th. The Committee have before mentioned the prospect of obtaining an excellent supply of Books for the use of the Society, but they mean only as far as respects their *immediate* demands. The requisition for Books both for Schools and for the use of adults, must be increased as the minds of the natives improve and their taste is led to a relish for literature and science. The preparation and publication of them is therefore of the greatest consequence and the Committee gladly perceive the deliberation of Government to meet these exigencies.

11th. A concise Treatise of the nature referred to in the 10th Para of your letter for the management of Schools has been prepared in Marratha, through the joint labor of Captain Molesworth and the Marratha Shastree entertained as one of the Society's Superintendents. It has merely gone through the Press and the Goozrathee version is on hand. A translation also into Marratha, of the course of "Practical Geometry" compiled by Colonel Pasley of the Royal Engineers, will be furnished in a few days. A work of this kind is indispensable to convey a right understanding of the terms of the Science; the nomenclature of the provincial dialects being inadequate to make the commonest definition intelligible, in a study entirely novel to the Natives, without the detailed explanations and illustrations given in this course. This work will be a valuable introduction to the study of the "Elements of Geometry" and the Secretary has consented to give a Marratha translation of that portion of them which is contained in Doctor Hutton's "Course of Mathematics"; a portion deemed quite sufficient in the first instance to which will be added their application to practice in mensuration, etc.

12th. With a view, at present, to economy, in printing the smaller tracts of the Society, the Committee have resolved to obtain a supply of types from Calcutta similar to those used in Yate's Sanscrit Grammar, that the Table work for them may be arranged by compositors in our own employ, and be sent for publication to one of the printing presses on the Island.

13th. The Committee have determined to lose no time in publishing a Report of the proceedings of the Society prefaced with its Regulations for the information of the Public and it is hoped that Government will have no objection to their adding in the Appendix the recent correspondence that has passed between them—it is an object to present this in a perfect state in order to give greater weight to an appeal for the countenance and pecuniary contributions of the subscribers and friends of the Society.

14th. Having lately received the Fifth Report of the Calcutta School Book Society and observed the assistance rendered to its undertakings by the British India Society in London, the Committee have directed a Report of our progress to be forwarded to it with their solicitation for a like remembrance of its fellow laborers in this quarter of India.

The Committee will not fail to maintain a faithful observance to their rules regarding Religion, as well as every injunction contained in the concluding Paragraph of your letter.

I have the honor to be,

Sir,

Your most obedient servant,

Geo. Jervis,

Secretary.

Bombay, 29th May 1824.

## 37

**Extract from the First Report (August 1824) of the Bombay Native School Book and School Society.**

Subject: *Appendix No. 1—Regulations of the Society.*

1st. The attention of the Society shall be specially directed to the providing suitable books for the use of native schools in the several languages used in the territories subject to the Presidency of Bombay, as well as in English; and to the affording assistance in the preparation, publication, and cheap and gratuitous supply of other works which may be deemed useful by the Committee.

2. It shall form no part of the design of the Society to furnish religious Books—a restriction however very far from being meant to preclude the supply of moral tracts, or books of moral tendency, which, without interfering with the religious sentiments of any person may be calculated to enlarge the understanding and improve the character.

3. The attention of the Society shall also be extended to assist and improve existing schools, which may be requisite, with a view to the more general diffusion of useful knowledge among the Native Inhabitants of India subject to the Presidency of Bombay.

4. That although schools conveying knowledge in the languages of the country are to be primarily encouraged and instituted, the Society shall never the less, when it may seem useful, promote the formation of schools for teaching English and may render pecuniary or other assistance to natives desirous of attending such schools.

5. The system of Education to be pursued, and the books to be used under the extensive control of this Society shall be such only as are sanctioned by the Committee.

6. The business of the Society shall be conducted by a Committee to consist of a President, Four Vice-Presidents, and twenty four Directors, twelve of whom to be Europeans and twelve natives.

7. The Committee shall be chosen annually in August, by ballot at a General Meeting, and shall have power to choose a European and a native secretary who shall be Directors *ex officio*.

8. The Committee shall be empowered to associate with themselves any number of corresponding members, residing at outstation who shall have the privileges of Directors in order that they may further the general design of the Society.

9. The Committee shall meet once in every month, or oftener, at such time and place as may be agreed on, and three members shall constitute a quorum.

10. The Committee shall be empowered to fill up from among the members of the Society any vacancies that may happen in their own number, and in the official situation above specified, within the interval of one annual election and another.

11. The Committee shall also be empowered to add, if they see proper, any persons not exceeding four in all, to their own number, even when there may be no vacancies.

12. The Committee shall have power to call a General Meeting of the members of this Society, whenever circumstances may appear to require it.

13. All persons subscribing any sum annually to the funds of the Institution or paying a donation of one hundred Rupees at any one time shall be considered members of the Society, and as such eligible to the Committee.

14. A Report of the proceedings of the Committee, with a statement of Receipts and Disbursements, and a list of subscribers and Benefactors shall be published annually.

15. The Committee shall be authorised to adopt such measures from time to time, as may appear practicable and expedient for accomplishing the objects of the Society, even where such measures are not especially provided for in these rules.

## 38

**Extract from the First Report (August 1824) of the Bombay Native School Book and School Society.**

Subject: *Appendix No. 4—Abstract of Receipts and Disbursements from 1st August 1823 to 31st July 1824.*

RECEIPTS		DISBURSEMENT	
Balance of last account ..	Rs. 8657 0 88	School charges ..	Rs. 1246 3 20
Donations and Subscriptions ..	1843 0 0	Stationery and Sundry charges ..	164 1 34
Proceeds of Books Old ..	14 1 0	English School Books from Calcutta ..	231 2 26
Amount of Interest ..	432 1 02	Percentage Paid to the collection ..	92 3 45
			Rs. 1735 2 25
		Balance in the hands ..	Rs. 9168 2 81
		—do.— collection ..	Rs. 42 1 84
			Rs. 9211 0 65
	Rs. 10946 2 90		Rs. 10946 2 90

## 39

**Extract from the First Report (August 1824) of the Bombay Native School Book and School Society.**

Subject : *Appendix No. 5—First Report of the Proceedings of the Native School Society, Southern Conkan (established June 15th 1823) —dated 1-1-1824 and the letter dated 25-2-1824 from the Superintendent of the Native School Society, Southern Conkan, to the Secretary to the Bombay Native School Society.*

(See Document No. 108.)

## 40

**Extract from the First Report (August 1824) of the Bombay Native School Book and School Society.**

Subject : *Appendix No. 6—Plan of Union.*

The General Committee of the Bombay Native School Book and School Society having taken into their consideration a plan of Union between mofussil societies and schools, and the parent society Resolved.

I. That whereas the establishment of such societies and schools is the principal means by which the society proposes and hopes to carry into effect the great end and design for which it has been formed, the society is desirous of forwarding the progress of them by connecting them with itself, and by such assistance as its present means will allow.

II. That the foundation of this union between mofussil societies and schools with the Parent society, being understood to be a general conformity, on their part, and the principles on which the society itself is constituted. Therefore, for the purpose of giving assurance of such conformity, the plan of such societies and schools shall be, in the first instance, transmitted to this society thro' its secretary ; and that afterwards annual, or if desired, more frequent communications be made in like manner of their state and progress.

III. That it is the wish and intention of this Society to render aid from time to time to the Mofussil societies and schools by pecuniary assistance, by procuring masters and by providing suitable books. This Society seeks for no control over the schools established in the mofussils nor anything more than an assurance that they are founded on the same principles, on which sole condition, they are willing to receive them into Union and to give them such advice and assistance as may occasionally be required.

## 41

**Extract from the First Report (August 1824) of the Bombay Native School Book and School Society, pp. 1-2.**

Subject : *List of Office-Bearers (President, Vice-Presidents, Treasurer, Secretaries), Directors or Members of the Managing Committee and the Members of Sub-Committees.*

Bombay Native School Book and School Society  
Instituted 21st August 1822

President :

The Hon'ble Mountstuart Elphinstone, Governor.

Vice-Presidents :

The Hon'ble Sir Edward West, C.J.

His Excellency Lieut. General the Hon'ble Sir Charles Colville, G.C.B. and  
K.T.S. Commander-in-chief.

Francis Warden, Esq., Member of Council.

R. T. Goodwin Esq., Member of Council.

*Directors or Managing Committee :*

<i>Europeans</i>		<i>Natives</i>	
The Ven'ble Archdeacon Barnes, D.D.	Parsees	{	Framji Cowasjee
James Farish Esq.			Hormusjee Dhanjee
J. Wedderburn Esq.			Moola Feroz
C. Norris, Esq.			Jamsetjee Jeejeebhoy
Lieut. Col. D. Leighton C.B.	Hindoos	{	Devidas Harjivondas
„ „ E. W. Shuldham.			Nagardas Harjee Mody
„ „ N. S. Kennedy.			Jugonath Sunkerseth
Reverend T. Carr.	Mahomedans	{	Dhackjee Dadajee
„ J. Clow.			The Kazee of Bombay
Captain Black.			Cazee Ghoolam Hoosain
William Simpson.			Mahomedali Rogay
James Forbes Esq.			Mahomed Ibrahim Mukba

*Sub-Committees :**1st. For preparation and Publication of Books :*

Lieut. Col. N. Kennedy.	William Simpson Esq.
C. Norris Esq.	Moola Feroz.
W. H. Wathson Esq.	Mahomed Ibrahim Mukba.
Captain Black.	

*2nd. For the general affairs of the Society :*

The Venerable Archdeacon Barnes.	Reverend T. Carr.
J. Farish Esq.	„ J. Clow.
J. Wedderburn Esq.	James Forbes Esq.
Lieut. Col. Leighton C.B.	Framjee Cowasjee.
„ „ Shuldham.	Jugonath Sunkersett.

*Treasurer :* M/s. Remington Crawford & Co.

*Secretaries :* European : Capt. George Jervis Esq.  
Native : Sadasew Cassinath Chutray.

*Depository :* Sadasew Cassinath Chutray.

*Collector :* Robert Murphy.

## 42

**Extract from the Second Report (1824-25) of the Bombay Native School Book and School Society, pp. 9-10.**

*Subject : Introductory Remarks. : The undertaking of the Society required for its success not only time but greater means than they had been at their disposal, etc.*

“The very nature of this Society, must render the progress made in the attainment of the objects of its institution scarcely perceptible in so short a period as a single year. To prepare the proper means of conveying instruction to the natives of this country, and to excite a desire in them to benefit by the opportunity which is now offered to them of deriving mental and moral improvement, is an undertaking which requires for its success not only time, but greater means than have hitherto been at the disposal of the Society. But in submitting this Report to this numerous meeting, the Managing Committee flatter themselves, that it will satisfactorily appear, that during the last year several measures have taken place, which will essentially contribute to promote the rapid extension of the advantages, which this Society is so well calculated to produce.

“One of the most obvious difficulties in conducting the new system of education, arose from the several schools being scattered over the town, and situated at incommensurable distances, which rendered their inspection and superintendence extremely inconvenient. On this account at a meeting of the Managing Committee held on the 8th November, 1824, the following resolution was passed :

“The Society having experienced very great inconvenience from the impossibility of hiring appropriate buildings for its central schools, and room of meeting and depository ; and various representations having been made by the natives that those at present occupied are so dispersed in

different parts of the native town, as to preclude many of their children from the advantages of being sent to them for instruction, the Secretary reports that the sale is now offered of a piece of ground, sufficiently spacious to contain buildings for all the purposes above mentioned, affording the advantage of being in a central situation, and on the limits of the Esplanade on the public road leading to the Fort."

*Resolved.*—"That the said spot be purchased for the Society on the best possible terms, but for a sum not exceeding 4,000 Rupees; as a measure preparatory to the erection of the buildings required, and that the Secretary be authorised to take the necessary steps for its accomplishment."

"But the purchase of the ground was not effected until the 15th of May this year, and the severity of the monsoon has hitherto greatly retarded the erection of the intended buildings. They will, however, be completed within two or three months after the cessation of the rains shall permit the work to proceed. The different central schools being thus collected in one place, their superintendence and control will be conducted with more ease and efficacy; and their facility of access will no doubt induce the Members of the Society to inspect them frequently, which will add much to the respectability of the schools, and tend materially to excite the attention of the masters and the emulation of the scholars."

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### 43

#### **Extract from the Bombay Secretariat Records—G.D. Volume 8(92) of 1825, pp. 377-80.**

Letter dated 22-1-25 from the Government of Bombay to the Secretary to the Bombay Native School Book and School Society.

Subject: *Government Resolution for affording encouragement to Education: Education of young men for School Masters; encouragement to be given to them when they are qualified to teach in Schools and authority given to the Society to proceed with the publication of School Books, etc.*

150 G.D.

To

The Secretary to the Bombay Native School Book and School Society.

Sir,

The Government having been employed since the date of Mr. Secretary Farish's letter of the 10th of March last, in collecting the opinions of public officers on the subject of Education has come to the following resolutions on the subject.



1st. The Government authorizes the Society to go on with the Education of Young Men for school masters, and requests you will report to Government when any may be ready to be so employed ; the Governor-in-Council can authorize no pledge or expectation to those young men but he intends to recommend to the Hon'ble the Court of Directors to grant some funds for the encouragement of such of them as may hereafter be qualified to teach in schools.

2d. The Governor-in-Council authorizes the Society to proceed with the publication of School Books at the expense of Government. The Society will hereafter be expected to submit an estimate of the expense of every publication of whatever description which it may be desirous of undertaking and in all cases where the charge for printing is not to exceed five thousand (5,000) Rupees but to prevent delay, the Government authorizes the Society to proceed with all the Works now proposed that it may think expedient submitting estimate for future publications only. The estimate should always be made at the lowest rates at which the Society may find it possible to print the Books.

3d. The Governor-in-Council authorizes the Society to offer to any person who may produce the best translations of particular Books or for elementary treatises on particular subjects whether in English or drawn up for translation or whether proposed directly in the Mahratta and Guzaratee languages as suggested in your letter of the 4th of Octr. 1823, the rewards being from one hundred to five hundred rupees for School Books, from four thousand to five thousand rupees for superior productions, at the discretion of the Society. In extraordinary improvement where a higher reward may appear to be due, the Society will be pleased to submit the case to Government. The Governor-in-Council leaves the specification of the particular books to be printed out as desiderata to you.

4th. The Government also authorizes the Society to offer a reward to any Native who shall produce a good essay on any subject of natural or moral science in any of the spoken languages of India. The Government leaves to your discretion to regulate the subjects and to fix the scale of merit by which rewards are to be awarded, care being taken to give clear ideas of the cases in which rewards will be conferred to prevent the discouragement that would follow disappointment.

Further communication will be made to you on the subject of Education hereafter.

22nd January 1825.

Sd.  
M. E.  
R. G.

**Extract from the Second Report (1824-25) of the Bombay Native School Book and School Society, pp. 11-15.**

Subject: *Programme of the preparation and publication of books announced and some books published during the year.*

"In consequence of this permission an address in English, Marat'ha and Goojratee announcing that rewards would be given for translations or original works in the native languages, accompanied by a list of such books as appeared to be the principal desiderata, was printed in the month of April, and circulated for general information. From the proposals already received by the Secretary, there can be no doubt, but that this measure will be attended with the greatest success. But to its immediately producing all the benefits which may be expected, a serious obstacle arises from the want of English Books proper for translation. To meet this want however, as far as the Society's means permit, the Managing Committee have directed 100 Pounds to be remitted to London for the purchase of books, besides applying for contributions of a like kind from the British India Society in London. The Committee beg leave particularly to remark that they have taken advantage of the favourable feeling evinced in England by the British India Society, towards the objects of this and similar institutions in India, and that they have, in consequence, solicited from it such general aid as it may fall within the designs of that Society to afford.

"The extreme dissimilarity of ideas prevalent in Asia and Europe, or rather the greater abundance of ideas which European civilization has created, renders the conveying a knowledge of European literature, science and morality, in the native languages, a task of the utmost difficulty. At the same time, the various meanings which belong to many English words, incapacitate a native, though it may possess a very considerable acquaintance with the language, from correctly translating any English work written in a style in the least elevated above the familiar style of conversation. It hence seems evident that the improvement of the natives must commence from the first elements, and that to render any branch of literature or science intelligible to them, every new idea that occurs would require to be previously explained. From the purity, order, and precision inherent in the Mathematical sciences, from the mutual dependence and gradual development of the facts they contain (from the simplest to the most sublime); and from the aid of a set of comprehensive definitions, in which the terms of the science are fully explained a knowledge of these sciences is the more readily communicated. Of the truth of this observation, the great success which has attended Captain Jervis, in his instruction of the natives attached to the Engineer Institution \* is a sufficient proof;

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\* The objects of this institution are to prepare a body of men to act under the Officers of Government Superintending Surveys and Buildings; and to provide for a more general diffusion of Mathematical and Physical Knowledge, as well as practical Mechanics, among the Native Subjects of this Presidency, in their own vernacular dialects.

and it demonstrates the manner in which the improvement of the natives may be most effectually promoted.

“The abridgments, therefore, and compilations which are employed for the purposes of education in England, freely translated, with such additions and explanations as might be requisite, would appear to be the best adapted, in the first place, for the instruction of the natives. But scarcely any of these books can be procured in this country. It is still more difficult to procure any works on morality, unconnected with religion. Under these circumstances, the extension of mental and moral improvements in India cannot proceed with the quickness which is desirable; and even what may be accomplished must suffer in some degree from the inadequacy of the means, and the difficulty of pursuing one uniform and complete plan. If, however, any Gentlemen conversant with the manners and modes of thinking of the natives would take the trouble of composing original treatises on European literature, science, and morality in a style suited to their comprehension, which requisite alone would render them easy to be translated, such works would be of the greatest value.

“The slowness, also, of printing at the only press which it was in the power of the Committee to employ has prevented them from printing during the last year, all the works which were prepared for publication. But this obstacle to the speedy and extensive circulation of books, which is indispensable for promoting the objects of this Institution, has been in a great measure obviated by Government having, with its wonted liberality, presented to the Society, four Lithographic presses, and by two fonts of Types, which have been ordered from Bengal and are daily expected, besides ordering Printing Presses and Types (English and Balbodh) from England for its use. By these means the Committee are persuaded that the Printing Department of the Society, will be conducted with cheapness and expedition. A short time, however, must elapse before all the advantages derivable from them can be produced, as it is previously necessary to instruct persons in the different processes of Lithography and Printing; but the natives evince an admirable capacity for acquiring the requisite knowledge, and for applying it with all the exactness that can be wished.

“During the last year, therefore, there has been printed only the Gunnit, or System of Arithmetic on the European Plan, in Goojratee, and four hundred copies of each of the Folio Tables, for the use of the Schools, according to Lancaster's System, in Maratha. But there are now in the press the copies of Lancaster's Tables in Goojratee; the stories in Maratha for Children; a translation into Marat'ha and Goojratee of Colonel Pasley's Practical Geometry, and Hutton's Mensuration of Planes and Solids; and a treatise on Plane Trigonometry, with Tables of Logarithms, Log: Sines, &c. in Maratha; a translation into Maratha of Esop's Fables; and Hindoostanee Stories translated from the Jumu-ool-Hikayat. There are moreover prepared and merely waiting for the means of being printed, Gunnit, Second Part, in Maratha and Goojratee. A Grammar and a Dictionary of the Maratha language, in *Mahratta only*, for the use more particularly of natives, are in course of preparation by the Pundits of the

Society. A Goojratee and English, and English and Goojratee Dictionary, now in progress, has been tendered to the Society, and also the translation into Maratha of an Abridged History of England. Works similar to the Dictionary and Grammar of the Maratha language, above referred to, are intended to be prepared in Goojratee, and their great utility will be obvious ; for these two languages have hitherto been employed merely for the purposes of intercourse and business, and have never been either fixed or refined by writers in prose. The rules of Grammar, therefore, on analyzed and definite principles, and the capacities of these languages are unknown, even to the natives themselves ; and consequently, until these essential points are ascertained, the composers of original treatises, and particularly translators, from having no acknowledged rules or standard works to refer to, must labour under the greatest difficulties.

“ In the last Report, was contained an Appeal to the Members of the Society, and to the public in general, for assistance in forming a “ Native Public Library.” This appeal has been attended with success the most unexpected, as Government, with its distinguished and generous anxiety to promote every plan intended for the improvement of the natives, has presented the Society with copies of their valuable Collection of Manuscripts in the Sunscrit and Maratha languages, which the late Dr. Taylor, the first Secretary of this Society, bequeathed to the Honorable Court of Directors. This collection contains the most esteemed Sunscrit and Maratha works, and is particularly rich in such as relate to Philosophy and Medicine, the subjects to which Dr. Taylor had principally directed his attention. But his premature death unfortunately prevented the public from benefiting by his extensive and profound knowledge of Hindoo Literature. The Government has further presented to the Society, copies of a variety of Goojratee Manuscripts, which were collected by Lieutenant Colonel Miles, Political Agent at Palunpoor, and which derive a particular value from the great difficulty of procuring books in that language.”

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## 45

### Extract from the Second Report (1824-25) of the Bombay Native School Book and School Society, pp. 15-17.

Subject : *Examination of the Schools under the Society held : results observed—Considerable advancement made by the pupils. Observation made for further progress.*

“ The Committee have held a recent examination of the schools at present under their guidance. It has not been an object with them at first merely to swell the list of children under tuition, or to establish new schools before tracts and books were printed, in sufficient quantities, and school masters trained, to keep up an uninterrupted course of that uniform instruction which it is designed to pursue. By the help however of such few books as the Society could procure, and copies of the Society's Manus-

cripts that are in course and ready for printing, the several schools, have made an advancement, which cannot be deemed in the highest degree creditable to the scholars, and encouraging to the Patrons of Native Education. The rudiments of learning afford no matter for display, but it is indispensable that youths should not be hurried thro' them ; the more especially should they be dwelt on in the seminaries of the Society, where two vernacular languages (Maratha and Goojratee) as well as arithmetic are taught with an order and perspicuous arrangement not to be met with in the old systems of the natives, and where a third language (English), so foreign to these two, is taught on the most classical plan, and in which the method of double translation, is strictly followed, from the expression of the powers of the alphabet, thro' the construction of Grammar, to the translation of sentences and books. This seems the only efficient way of teaching English. It must be allowed that the clerks and servants of Europeans, who form the mass of natives acquainted with English, are able to transact the ordinary business of men in such stations ; but how really ignorant are many of them of the meaning of what they transcribe, and how imperfect and ungrammatical are all the natives in their writings and discourse in English, to this day, excepting perhaps two or three individuals of talent who are occasionally to be met with. It is worthy of particular remark also, that most natives who pretend to a knowledge of the English language neglect to a lamentable degree the study of their mother tongue ; and it is a fact well attested that in suffering the continuance of the imperfect method hitherto pursued of teaching the first, and disregarding so totally the other, a jargon is introduced among the class of persons alluded to, neither English, nor Maratha, nor Goojratee, nor Hindoostanee, so that the natives become unable to comprehend the books written in these languages or even the subject of conversation if carried on in a pure and idiomatical style. It is an object therefore of the Society to convey a knowledge of English to the natives on the best principles ; and to enable them to acquire, thro' the aid of the books now prepared and in preparation ; a more grammatical and thorough acquaintance with Maratha and Goojratee. The progress therefore in this department of its labours may not quite keep pace with the sanguine expectations of some, altho' others more familiarized with the irksome task of instructing, will be able to discover considerable advancement in the pupils during the last year."

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#### 46

#### **Extract from the Second Report (1824-25) of the Bombay Native School Book and School Society, pp. 18 to 22.**

Subject : *Concluding Remarks—Review of the year's work.*

- (1) *Happy increase in the number of subscribers ;*
- (2) *Adequate funds required for the erection of buildings for the Central Schools, a depository, etc. ;*

- (3) *Natives should become sufficiently acquainted with the real value of education offered to them ; and*
- (4) *Zealous assistance of similar societies or of gentlemen at the out-stations solicited.*

“The meeting will perceive, from the preceeding statement, that the last year has not passed over without producing a sensible progress in the attainment of the objects of this institution. As also, ultimate success must depend on the means which are placed at the disposal of the Society, it gives the Committee much pleasure to state that the number of the subscribers has been increased during the last year by 154—that the increase on the Annual Subscriptions amounts to Rupees 2,711, and that the Donations amounted to Rupees 3,266. The nett funds, however of the Society, on the 31st July, 1825, were 12,100 Rupees, one quarter and fifty-seven reas only, and a considerable part of this sum will be required to defray the expenses of erecting the buildings for the Central Schools, the cost of which is estimated at 20,000 Rupees ; towards which 13,704, have been raised by transferring for nine years to the Parsee Panchait the monthly allowance of Rupees 170, granted by Government for the rent of school rooms, a depository, and room of meeting, and 3,550 by the private subscription of native gentlemen—at the same time the annual subscriptions are barely sufficient for defraying the expenses of the Central Schools. For all other purposes, therefore, the funds of the Society are still insufficient, and the producing and extending all the benefits arising from the diffusion of mental and moral improvement amongst the natives, must consequently depend on the further contributions of a liberal and enlightened public.

“To expatiate on these benefits has now become unnecessary, because it seems to be the prevalent opinion that the introduction amongst the Natives of European literature, Science, and morality must be attended with the happiest effects. But doubts may be entertained whether the natives themselves are at all desirous to become acquainted with the learning of Europe. On this point this Society is of too recent an institution to admit of the effects as yet produced by it being received as a sufficient criterion. But the Society of Calcutta, has observed in its fifth Report that, ‘what was before speculation is now matter of fact ; it is no longer doubtful whether the natives will receive help from us ; it is ascertained that they gladly avail themselves of our aid ; they flock to the schools ; they advance in their learning ; they prove to a demonstration that if the European will condescend to labour for their good, the native will gladly receive the aid offered.’ That the same will be the happy result on this side of India, the Committee from all that has come under their observation, are firmly persuaded. The general want, however, of surplus cash amongst the natives, renders even the small prices put on the publications of the Society an object of importance ; and though the purchase may not be absolutely beyond their means, yet it requires the sacrifice of some other object which will too often appear of more immediate utility. This circumstance, it will be obvious, must repress the interest which the natives would otherwise take in the exertions of the Society, and, as the advantage

of the schools is confined to children, many persons, who would gladly avail themselves of the profited means of improvement were books at first distributed gratuitously, must forego the advantages which it is not in their power to acquire.

"But this remark applies only to the time which under such circumstances must elapse before the natives become sufficiently acquainted with the real value of the instruction which is now offered to them. The exertions, however, of the Society at Bombay, in diffusing this knowledge must be ineffectual, unless it receives the zealous assistance of similar Societies or of Gentlemen at the out-stations. But the only Society that has been yet established is that in the Southern Konkan; some difference of opinion existed between it and the one at the Presidency, with respect to the best means of conducting the education and promoting the improvement of the natives. This discordancy has fortunately now ceased as will appear from the following letter."

"To

Captain G. Jervis,  
Sec. to the Native School and School Book Society, Bombay.

Sir,

1st. The Committee of the Native School Society of this Zillah, have the honour to report to you that a general meeting, was assembled on Monday, the 11th of July, for the purpose of considering of the union your Society proposed to Lieutenant T. B. Jervis, and the Native Committee in September last. At the desire of the President, the plan of union as laid down in Appendix, No. 6 of the first Report of 1823-24 was translated and circulated amongst the Native Members, and after it had been fully explained to each, the President and Members thought it advisable to assent to the union.

2d. The Committee adverting to the regulations already forwarded, and approved of by you, are desirous of forgetting all former misunderstanding, hoping under their present constitution, that a greater degree of support and permanence will be insured than on their former footing, their particular wish being an union in all respects simply in conformity with the proposals exhibited in the Appendix above adverted to.

We have the honor to be,

Sir,

Your most obedient Servants.

(Signed) Junardun Balkrishnajee.

Venkajee Venayuk Bake.

J. Vieyro.

Salabut Khan Sergooro.

Suk'ho Ramchundr."

Ratnaghurry,

21st July, 1825.

(Signed) J. D. Devitre,

G. Moor.

L. Wilkonson,

R. Webb,

T. B. Jervis,

Moohummud Ibrahim Parkar.

"The Committee consider this communication particularly deserving of a place in this report, as it will point out the best plan on which similar Societies can be established at out-stations, and the plan of union referred to will fully explain the wishes and intentions of the Society at Bombay, in soliciting a general co-operation, founded on a few fixed principles, in its exertions for introducing a better system of education amongst the natives, and for promoting their mental and moral improvement.

"Time, however, is indispensable for producing all the beneficial effects which may be reasonably expected from the institution of this Society. But the Committee are of opinion that all preparatory measures will probably be completed in the course of this year; and that, when the new system of teaching is once understood by several masters, and the elementary works are prepared, the extension of education will depend solely on the means of introducing it into the country at large.

"The utmost that can be effected immediately by the Society in Bombay, is the instruction of masters, and the keeping up a sufficient supply of elementary tables and books. Its attention would then become devoted to preparing such works as were best adapted for exciting amongst the natives a love of literature and for conveying to them a knowledge of European learning and morality. To promote objects of such vital importance to the welfare of the inhabitants of this country, it is merely necessary to state that funds are requisite, and that zealous co-operators are indispensable, in order to derive every assistance from the well known disregard of personal inconvenience, when good can be effected, and the ever ready liberality by which Britons have been always distinguished. Nor while it expresses its acknowledgment to the Native Members and Supporters of this Society, for the aid which they have already contributed, can the Committee doubt but that the natives in general, were the benefits arising from this institution sufficiently understood and appreciated, would be glad to afford it every assistance in their power."

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## 47

### **Extract from the Second Report (1824-25) of the Bombay Native School Book and School Society, page 29.**

Subject: *List of Schools under the Society: Establishment and the number of pupils.*

#### *APPENDIX No. 6*

#### **LIST OF SCHOOLS**

#### **BOMBAY.**

#### **Central English.**

Head Master Robert Murphy, containing 45 Boys in 4 Classes.



Central Maratha.

Pandoorung Joshee, Head Master, containing 52 Boys in 7 Classes.

Central Goojratee.

Ramshunkur Hureeshunkur, Master, containing 61 Boys in 8 Classes.

#### MAHIM

Maratha School

Balumb'hut, Master, containing 30 Boys in 4 Classes.

#### PARELL

Maratha School

Dinkur Punt Ranady, Master, containing 30 Boys in 3 Classes.

CHOUL, (in Southern Koncan.)

Kashinath Joshee, containing 35 Boys in 3 Classes.

### 48

#### **Extract from the Third Report (1825-26) of the Bombay Native Education Society (formerly known as the Bombay Native School Book and School Society), page 7.**

Subject: *The denomination of 'Bombay School Book and School Society' changed to the more general appellation of the 'Bombay Native Education Society'—Resolution passed.*

On the motion of the Secretary, seconded by W. H. Wathen, Esq.

Resolved unanimously—

"That, in consideration of the operations of the Society having assumed a more exalted character since its foundation in the year 1820, the denomination of 'Bombay Native School Book and School Society,' be changed to the more general appellation of the 'Bombay Native Education Society.' (20th January 1827)."

## 49

**Extract from the Third Report (1825-26) of the Bombay  
Native Education Society, pp. 10-12.**

Subject : *Books*

- (1) *Books already printed ;*
- (2) *Works in the Press ;*
- (3) *Works compiled and awaiting the means of publication ;*  
*and*
- (4) *Works in preparation.*

**BOOKS.**

- (1) The printing of the following works has been completed since the last General Meeting :—

**MARATHA.**

Bod'h Wuchun, or Advice to Children, 2d edition, ...	1000 Copies.
Translation of Dr. Hutton's Arithmetic, 1st Part, or Integral, 2d edition, ... ..	1000 do.
Balgoshtee, or Stories for little Children ... ..	1000 do.
Translation of Dr. Hutton's Arithmetic, 2d Part, Fractional, &c. to the end of Practical Questions, ... ..	1000 do.
Leepeed'hara or Spelling Book, 2d edition, ... ..	2000 do.
Translation of Colonel Pasley's Practical Geometry, ...	1000 do.
Tables of Logarithms, with descriptive account ... ..	2000 do.
Translation of Pleasing Tales, from the Bengalee edition of Tarrachund Dutt, ... ..	1000 do.

**GOOJRATEE.**

Advice to Children, 2d edition, ... ..	1000 do.
School Tables, folio, on Lancaster's plan, 361 in each set, ...	400 Sets.
Translation of a Selection from Dodsley's Tables, ...	1000 Copies.
Spelling Book, for the use of Adults, ... ..	1000 do.
Translation of Dr. Hutton's Arithmetic, 2d Part, Fractional, &c. to the end of Practical Questions, ... ..	1000 do.
Translation of ditto ditto 1st Part, Integral, 2d ed., ...	1000 do.
Translation of Colonel Pasley's Practical Geometry, ...	1000 do.

**HINDOOSTANEE.**

A Translation of Stories, selected from the Persian work entitled Jamuneol Hikayat, ... ..	200 Copies.
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(2) The works at present in the press are—

MARAT'HA.

Aesop's Fables.

Elements of Geometry, translated from Dr. Hutton's course of Mathematics.

GOOJRATEE.

Elements of Geometry, translated from Dr. Hutton's course of Mathematics.

PERSIAN.

The Deewan of Hafiz.

Anwari Sohili.

(3) The Books compiled and awaiting the means of publication are, in

MARAT'HA.

Elements of Algebra, translated from the works of Hutton and Bonnycastle.

Treatise on Plane Trigonometry and Mensuration of Heights and Distances, with Tables of Logarithmic Sines, Tangents, &c.

Treatise on Mensuration of Planes and Solids.

GOOJRATEE.

Treatise on Plane Trigonometry and Mensuration of Heights and Distances, with Tables of Logarithmic Sines, Tangents, &c.

Treatise on Mensuration of Planes and Solids.

Elements of Algebra, translated from the works of Hutton and Bonnycastle.

(4) The undermentioned works are in preparation—

A Marat'ha Grammar, for the use of the natives—this is compiled and nearly revised.

Questions and Answers on Marat'ha Grammar—this is compiled, but requires revision.

Ditto ditto on Goojratee Grammar, ditto ditto.

A Goojratee Grammar, for the use of the natives—this is compiled, but requires revision.

A Marat'ha Dictionary, for the use of the natives.

A Goojratee Dictionary, for ditto.

An English and Marat'ha, and Marat'ha and English Dictionary.

A Marat'ha and English Grammar.

An English and Goojratee, and Goojratee and English Dictionary.

A Goojratee and English Grammar.

Marat'ha translation of Morrison's Book Keeping.

Marat'ha translation of selection from the Beauties of History.

Marat'ha translation of Marcet's conversations on Natural Philosophy.

Idiomatic Exercises in Marat'ha and English.

Idiomatic Exercises in Goojratee and English.

Berquin's Children's Friend in Marat'ha.

It will be perceived from the foregoing list, that the works already issued from the press, are of an elementary character; but the Committee contemplate that more successful progress will attend education by due care, in the first instance, to such treatises. The books in the course of printing are of a higher stamp, and those in preparation mark the gradual development of the Society's utility, and the increasing taste among the natives for compositions of a superior class.

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## 50

### **Extract from the Third Report (1825-26) of the Bombay Native Education Society, pp. 12 to 15.**

Subject: *Difficulties realised by the Society in meeting the demands for its publications; request to those persons who propose to aid the Society with translations and original compositions to early acquaint the Society of their intentions, send the name of the work and a page or two of the composition as a specimen, etc.*

"The scanty means, however, possessed hitherto by the Society, for printing, did not admit of meeting the demands for its publications with the rapidity and success desired. On referring to the list of works in the press at the commencement of the year, it will be seen that only five could be lithographed at the same time. Six others, of great importance to the advancement of education, approved and accepted by the examination Committee, were of necessity set aside, awaiting either the completion of the foregoing, or an accession of implements and artificers in the printing department; whilst the new works coming in, and the second editions called for of others, continued to add to the number of books of which the printing was thus delayed in consequence of the inadequate powers of the press. In assigning reasons for any apparent inactivity in this department of the Society's duties, it is necessary to notice the incon-

venience and hindrances that have been felt for want of paper for printing. The shops in the market have been nearly exhausted to meet our requisitions: the prices demanded have become extravagant, and the consequences are more felt as they oblige the Committee to put a higher price on their publications than they could wish. Notwithstanding these obstacles, it is hoped that the subscribers will not be disappointed, either with the extent or quality of what has been produced since the last general meeting. To prevent the operations of the printing department from falling heavily in arrears before the arrival of the large supplies of presses, types, paper, &c. from the Honorable the Court of Directors, indented for by Government, in August, 1825, for the Society's use, the precaution has been adopted of commissioning paper from England (the receipt of which is daily expected) to the value of £200, to be paid for from the funds of the Society; and the Government, besides giving orders for the construction of three new lithographic presses in this country, for the use of the Society, and issuing instructions to different public functionaries in the interior to search in their respective districts for stone adapted to the purposes of lithography has rendered the whole of its Lithographic Establishment available for the printing of native works."

\* \* \*

"The Committee are sorry they have been compelled to decline a few productions that have been offered during the past year; but they sincerely trust that the feelings of individuals will make ample allowance for the heavy responsibility that lies on the Committee of translation, and see the necessity of their discharging with fidelity the arduous duties of scrutinizing every work that is presented. In their hands is vested a control both requisite and salutary, as well over the moral tendency, as the literary reputation of even the most trifling composition; and in conformity to the Regulations of the Society, in obedience to the injunctions of Government, and to the end of promoting sound learning, they can neither gloss over the corruptions of language, nor help to spread abroad questionable explanations of points relating to arts or science, nor publish the peculiar tenets of any religion, or treatises involving such dogmas. It is particularly requested therefore, that those persons who propose in future to aid the Society with translations and original compositions, should early acquaint the Secretary of their intentions, sending the name of the work, and a page or two of the native composition, as a specimen of what may be expected from its continuation. Much disappointment hitherto, no doubt, experienced by the rejection of many months' labour, would thus be avoided, and doubtful or disputed points of language might be settled by the examination Committee, and the highly informed Shastrees whom the Committee have been fortunate enough to bring into their service from various quarters on this side of India."

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## 51

**Extract from the Third Report (1825-26) of the Bombay Native Education Society, pp. 15 to 19.**

Subject : *School Masters : Their Training and Postings, etc.—24 Teachers (14 from the Maharashtra or the Deccan and 10 from Goojrat).*

**SCHOOL MASTERS.**

“Connected with the preparation of books, the education of School Masters forms one principal branch of the duties undertaken by the Society. It is only, however, since the last general meeting that the Committee have been able to devote a portion of their attention to this very important subject.

“In the letter from Government to the Secretary of the Society, dated the 22nd January, 1825, which announced its liberal offers for rewarding the authors of approved works, and likewise for defraying the expenses of their publication, it is stated in the 2d paragraph that ‘the Governor in Council authorizes the Society to go on with the education of young men for School Masters, and requests you will report to Government when any may be ready to be so employed.’

“A set of young men were accordingly put in a course of training, under the Committee, as soon after as possible, and in May last (1826) twenty six Marat’has presented themselves for examination, of whom fourteen were found qualified to undertake the office of School Master in the Deccan : and in August following, sixteen Goojrates, of whom ten had acquired the knowledge requisite for similar employment in Goojrat.

“The result of these examinations was immediately communicated to Government, accompanied by a list of the names, castes, &c. of the candidates found proficient, and a suggestion for their distribution respectively, in the provinces of Deccan and Goojrat, as seemed most conducive to the introduction of a regular system of instruction.

“The qualifications of all these men consist : 1st, in reading and writing correctly their mother tongue, both in Balbod’h, as it is called on this side of India, or Deb Nagree, as it is termed in upper Hindoostan, which is the character the Committee have decided on adopting for all their printed books ; and also in the written or current hand for letter writing and general business, respectively used in Mahrashtra and Goojrat ; 2dly, in a knowledge of arithmetic in all its rules on the European system ; 3dly, a respectable acquaintance with the grammatical principles of their language (a study hitherto never cultivated or thought of in the vernacular dialects) ; and 4thly, in a competent knowledge of the improved system of managing schools, which the Committee have long since determined to adopt, from experiencing its beneficial tendencies, and which the Government has expressed its earnest desire to uphold.

"With such acquirements, it was recommended to Government that these masters should be allowed a monthly salary of twenty Rupees each, and be forwarded without loss of time, at the public expense, to their destinations, and established in suitable houses to prosecute their labours; the Committee furnishing each master with a set of their tables and publications.

"The Honorable the Governor in Council, following up the benevolent intentions uniformly displayed by him for ameliorating the state of the numerous people committed to his charge, adopted every suggestion of the Committee, and placed the several masters under the Government Collectors in the order herewith specified.

#### MAHARASHTRA, OR THE DECCAN.

Collectorate of Poona	...	...	4 Masters.
" Dharwar	...	...	2 do.
" Ratnageree	...	...	2 do.
" Ahmednuggur	...	...	4 do.
" Khandesh	...	...	2 do.
<hr/>			
Marat'has	...	...	14

#### GOOJRAT.

Collectorate of Surat	...	...	3 Masters.
" Ahmedabad	...	...	3 do.
" Kaira	...	...	2 do.
" Broach	...	...	2 do.
<hr/>			
Goojratees	...	...	10

Making the total number of Masters, qualified during the last year, twenty-four.

"The Committee feel confident that a large portion of the native community will derive benefits from the tuition of School Masters of the present class, which have never before been held out to them. They do not mean to consider the schools over which this class of masters may preside, in the highest grade for the communication of learning; they would regard them in the middle station, between masters of village schools or those which may be denominated of the third order, in which the simple rudiments of useful education may be imparted to the mass of the population, and a superior class, which may be denominated masters of the first order of schools, in which the higher kinds of academic learning may be available to those who have the time and inclination and talent to prosecute such studies. From among the scholars educated at the schools of the second order, an efficient body of teachers may be formed for conducting the third order of schools, and from among the masters of the second order of schools (who are strongly encouraged by the Committee to go on improving their minds, with the prospect of promotion to greater respectability and emoluments), as well as from the

scholars generally, who pass an examination for the office, masters may be found to conduct the seminaries of the first class. It is on this plan that the Committee are of opinion that means of instruction may be provided for all orders of the native community. In the present attempts making throughout India to instruct the people, it is a question with some whether they should commence with the higher orders or the lower; but the system adopted by this Society tends to provide against the evil consequences that might arise from any such system of preference or exclusion.

“The Committee are aware they must take great exertions to increase and keep up the supply of masters for the ordinary course of academical instruction; but it is evident that the advancement of education must be accompanied with a proportionate demand for instruction of a more exalted character. The Committee keep such prospects in view, and desiring to provide native teachers, duly qualified, through the medium of well educated Englishmen, they have appealed to Government for the exertion of its kind offices with the Honorable the Court of Directors, to procure from England one or more well educated gentlemen, of such an age as would render them likely to enter with ardour on the business required of them, and who shall make themselves acquainted with the vernacular languages of the country to enable them to train a set of native teachers and professors to impart knowledge to their countrymen in the higher spheres of literature and science. To this request the Honorable the Governor in Council has acceded; and moreover an application has been submitted, at the solicitation of the Committee, to the Honorable Court, for the appointment of two English gentlemen as superintendents of the masters and their establishments in the Deccan and Goojrat. It is desirable that these gentlemen should be conspicuous for their acquaintance with the languages and peculiar manners of the natives, and zealous for the cause of native education; and whose time should be exclusively devoted to the duty of visiting the different establishments, controlling the masters, holding public examinations before the principal people, (English and Native) of the place where they are stationed, and awarding prizes, as well to masters as scholars, for the merits that may be displayed. The appointments thus suggested would insure a regular attention to the interests of education at the subordinate stations; and the Committee at the Presidency would continue to superintend the detailed proceedings on the Islands of Bombay and Salsette, while they pursued their career in the general management and direction of the whole.”

**Extract from the Third Report (1825-26) of the Bombay Native Education Society, pp. 25 to 27.**

Subject: *Report on the working of Schools under the Society: The Central Mahratta and Goojratee Schools in Bombay, the inferior*



*seminaries on the Island, Schools in the Deccan and Schools in Goojarat.*

"The *Central Marat'ha School* consists of ninety-three boys, who have all made a creditable advancement in their studies. The four senior have passed, before the Managing Committee, an examination in reading and writing (both the Balbod'h and Moree) in grammar, and in all the rules of arithmetic translated from the course of Hutton's Mathematics. The Committee have therefore directed that they be promoted, as a distinction for their proficiency, to the English School, where a fair trial may be made, for the first time, of the effects of this preliminary introduction to the study of a foreign language. The proficiency however of the second and other classes of the Marat'ha School particularly attracted the notice of the examiners. In these some boys obtained admittance in the course of the year, who brought with them but a simple knowledge of reading, and in the progress displayed at the examination, they even excelled in one or two points those of the first class but more especially in reading.

"The *Central Goojratee School* has much improved since the unfavourable report of it was made in September, 1825. An intelligent master has been found to conduct it, and its reputation and utility are daily more and more appreciated by the people in Bombay, by whom the Goojratee language is spoken. The numbers which amount to seventy-four boys, are chiefly Parsees, a circumstance still evincing a continuance, among some of the Hindoo Goojratees of this Island, of that lukewarmness in the cause of education, so much lamented at the last general meeting, and still so much to be deplored. The progress of the senior class of the School may be considered on a footing between that of the second and third classes in the Marat'ha School, in the several studies of Reading, Grammar, and Arithmetic. The other classes are following the same course of instruction in its several gradations.

"The *inferior seminaries on the Island*, under the Society, contain 141 boys. These at present ranked in the third order of Schools, described in the preceding part of this Report, are proceeding satisfactorily in the course of instruction laid down for them.

#### SCHOOLS IN THE DECCAN

"At the expenses of Government and under the immediate Superintendence of the Collectors, Schools of the second order, under masters educated by the Society, are established at the following places :—

Poona	Collectorate	...	...	2	Schools at Poona,
				1	do. Joonnur,
				1	do. Sassore,
Dharwar	do.	...	...	1	do. Dharwar,
				1	do. Hooblee,
Rutnageree	do.	under the	1	do.	Rutnageree,
	management of the	Southern	1	do.	Nande'oder.
	Concan Native School Society.				

Ahmednuggur	Collectorate	...	2	do.	Ahmednuggur,
			2	do.	Nassuck.
Khandesh	do.	...	1	do.	D'hoolia.
			1	do.	Yowla.

## SCHOOLS IN GOOJRAT.

"In like manner Government also maintain Schools of the second order under masters, educated by the Society, in the following places :—

Collectorate of Surat		...	3	Schools at Surat,	
do.	Ahmedabad	...	2	do.	Ahmedabad,
			1	do.	D'holka.
do.	Broach	...	2	do.	Broach,
do.	Kaira	...	1	do.	Kaira,
			1	do.	Nuriad.

All these Schools in the interior are of too recent formation to afford much matter on which to report at the present meeting. It is a subject however of great satisfaction to the Committee to learn, with the exception of one or two instances, that their institution is hailed by the natives as a munificent instance of protection and regard from the rulers of the country, and that their increasing popularity demands the most vigorous exertions on the part of the Committee to augment the number of instructors. To this end it is, as before stated, occupied, and in every successive opening of a new set of Schools, to enhance their character and value, they would fain hope to be able to nominate masters more and more intelligent, as success attends the cause of education in general."

## 53

**Extracts from the Bombay Secretariat Records—E.D. Volume 2 of 1826, page 330, pp. 343 to 350 and pp. 351 to 381.**

- (1) Letter dated 6-5-1826 from the Secretary to Government, Bombay, to the Secretary to the Native School Book and School Society.
- (2) Report dated 6-6-1826 from the Secretary to the Society to the Secretary to Government, Bombay.
- (3) Minutes by the President and Members of the Governor's Council including the letter dated 13-6-1826 from the Secretary to Government to the Secretary to the Bombay Native School Book and School Society.

Subject : *Report on the Working of the School established by the Society for teaching English to the Natives as a Classical language.*

(1)

To,

The Secretary to the Native School Books and  
School Society.

Sir,

The Hon'ble the Court of Directors having expressed anxiety about the School established in Bombay for the purpose of teaching English Classical language the Governor in Council requests you will be pleased to submit his wish to the Native School Book and School Society to be apprised of the progress made by that School, the number and proficiency of the pupils, the prospect of further improvement and the best means by which it may be promoted by the assistance of the Hon'ble Company either here or at Home.

Bombay Castle  
6th May 1826.

I have the honour to be  
Signed J. Farish  
Secretary to Govt.

(2)

# BOMBAY NATIVE SCHOOL BOOK AND SCHOOL SOCIETY.

To

James Farish, Esq.,  
Secretary to Government,  
Bombay.

Sir,

I have the honor to acknowledge the receipt of your letter of the 6th ultimo, conveying the request of the Hon'ble the Governor in Council to be apprised of the progress made by the school established by the Society for teaching English to the natives as a classical language, of the number and proficiency of the pupils, the prospects of further improvement and the best means of promoting the object by the assistance of the Hon'ble the Court of Directors either here or at home.

2nd. The English School was opened in July 1824, and commenced with a small number of scholars—it contains at present 50 Marathas, in four classes; and 5 Goozrattes in 1 class, whose distribution and acquirements are as follows:

## *Marathas*

The first class contains 12 boys: of whom 2 are Bramins, 5 Shenvees and 5 Purbhoos. They read short polysyllabic lesson in English from Murrays Spelling and reading Exercises and translate them into their own tongue; they also translate short pieces of Marathee into English and have gone through an abbreviated course of English grammar.

The second class consists of 16 boys: these two are Brahmins, 2 Shenvees, 10 Purbhoos, and 2 Shimpees. They read and translate dissyllabic lessons from Murrays spelling and reading exercises; and have acquired in English grammar a complete knowledge of the inflection of nouns and verbs.

The third class consists of 16 boys: of whom, 1 is a Brahmin, 3 are Shenvees, 9 Pubhoos, 2 Shimpees, and 1 Goldsmith. They read and translate monosyllabic lesson from Murray's work above alluded to and have made a little progress in English Grammar.

The fourth class consists of 6 boys: 4 of whom are Brahmins, and 2 Shenvees. They are learning to write and read monosyllables on sand.

#### *Goozrattes.*

The first class is now being formed. It consists at present of 4 Parsees and 2 Banians. They are learning the powers of the alphabet.

Arithmetic forms a portion of the studies of the whole School.

If it should appear, from the preceding details, that little progress has been made by the boys in the English school, it will no doubt be recollected that this is a first attempt, and that the mode of instruction adopted is calculated to procure a permanent and not a transient benefit. For the English language is taught gramatically, and according to the method of double translation, by which means a correct knowledge not only of it, but of the relative capabilities of their mother tongue, is impressed on the mind, of the scholars. Advantageous, however, as this plan is, it would require, in order to produce its effects in a short space of time, more regular attendance and more application than can be expected from the children of Natives and particularly more than one person to conduct and superintend all its details.

5. In order therefore to promote the success of this School, it would seem necessary that it should be conducted by more than one properly qualified instructor and that supplies of school books and such works as are adapted for the education of youth, should be occasionally furnished. But with the view of imparting eventually to such native youths as may shew a desire to prosecute their English studies further, a knowledge of European literature and science, by means of the English language, it is desirable that a select Library, Maps, Globes and Philosophical apparatus should be attached to the school.

6. The three last mentioned desiderata would, at the same time, be of the greatest assistance in facilitating instruction in the classes in which the vernacular dialects only are taught. For it appears to the Society that the moral and intellectual culture of the native mind is most successfully effected by employing the native language as the medium of communication. It must indeed be obvious that the previous acquisition by the natives of a sufficient knowledge of ENGLISH for this purpose, must require a time, which would be much more beneficially employed in enlarging and improving their minds. Little, if any, advantage of this

kind can be derived from the course of reading prescribed to them during the four or five years (or even more) which would be necessary for their learning English at all accurately; and when their attention would be occupied by the efforts requisite for retaining the remembrance of the words of a language, which differs so much from their mother tongue, both in idiom and construction. The acquisition, also of English has hitherto invariably tended to render a Native negligent of his own vernacular dialect; and consequently, whatever knowledge he might become acquainted with through the medium of English, there was a risk of his being unable to communicate it to his countrymen, and he would thus have been of no use in extending mental and moral improvement amongst the natives. To obviate this inconvenience the Society requires that each boy shall have acquired a certain degree of conversation with his mother tongue, before he is admitted into the English school; which qualification is indispensable for facilitating tuition by double translation; and at the same time affords a well grounded expectation that some of the scholars will become properly qualified for promoting with success the objects of the Institution.

7. Hence it will be observed that the Society considers the teaching of the English language as of secondary importance in effecting the mental and moral improvement of the natives. It is desirable however to render those few scholars who evinced an inclination and have leisured to continue their studies in the English language, capable of understanding all kinds of English works and literature and science: to the attainment of this object, the genius and ability of native boys present no obstacle and the exertions of the Society shall not be wanting. But as these works abound in ideas with which the natives are totally unacquainted, these ideas will be most easily rendered comprehensible to them by means of the mother tongue of each scholar. It will therefore no doubt be admitted that the time and labor both of the master and scholar would be materially saved, were these indispensable explanations previously embodied in works written in the Native Languages; and thus it again appears that English can never become the most facile and successful medium of communicating to the natives, as a body, the Literature, science, and morality of Europe.

Bombay,  
6th June 1826.

I have the honor to be,  
Sir,  
Your most obedient servant,  
Sd. George Jervis,  
Secretary to the Society.

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(3)

*Minutes on the Report by the President and other members.*

The English school has evidently made little progress and will continue to do so unless some effectual measures are taken to promote it. But as the Hon'ble Court of Directors attaches particular importance to the branch

of the proposed measure there can be no doubt its aid will be liberally afforded to a part of the plan which certainly stands in most need of it. A certain degree of knowledge can be imparted through the medium of the native languages by persons entertained from among the natives themselves but the English language and the higher branches of science can only be taught by well educated Englishmen.

It seems necessary therefore that the Hon'ble Court in addition to the Books and instruments recommended by Captain Jervis should send out one or more European teachers who should, if possible, be of such a time of life as would render them likely to enter with ardour into the task imposed on them and to acquire the languages of this country without which it is evident they cannot instruct its inhabitants.

If this aid be afforded I have no doubt that the school will be attended with the beneficial effects expected from it by the Hon'ble Court.

The arguments stated by Captain Jervis appear to me conclusive against depending on English schools alone, but if a certain number of Natives can be prevailed on to devote themselves to the acquisition of European knowledge through the English language, it is to be hoped that by translations and other works they would greatly contribute to the progress of their countrymen supposing the latter to have been properly prepared by previous instruction through their own languages.

Signed. M. E.

June 8th 1826.

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(4)

No. 60 of 1826.

Education.

To

The Secretary to the Native School Books and  
School Society.

Sir,

I am directed by the Hon'ble the Governor in Council to acknowledge the receipt of your letter dated the 6th instant reporting the progress made by the School established by the Society for teaching English to the natives as a classical language.

2nd. The Hon'ble the Governor in Council is satisfied of the necessity of some effectual measures for promoting the efficient progress of the English school.

3d. A certain degree of knowledge can be imparted through the medium of the native languages by persons entertained from among the natives themselves but the English language and the higher branches of science can only be taught by well educated Englishmen.

4th. Application will therefore be made to the Hon'ble Court to send out in addition to the Books and instruments you have recommended one or more European Teachers who should if possible be of such a time of life as would render them likely to enter with ardour on the task imposed on them and to acquire the languages of this country without which it is evident they cannot instruct its inhabitants.

5th. With this aid the Hon'ble the Governor in Council has no doubt that the School will be attended with all the beneficial effects expected from it.

6th. The Hon'ble the Governor in Council considers the arguments you have stated conclusive against depending on English Schools alone for imparting instruction to the natives but if a certain number of natives can be prevailed on to devote themselves to the acquisition of European knowledge through the English language it is to be hoped that by translation and other works they would generally contribute through the medium of their own language to the progress of their countrymen supposing the latter to have been properly prepared by previous instruction.

Bombay Castle,  
13th June 1826.

I have the honor to be &c.

Signed J. Farish,  
Secretary to Government.

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(5)

Minutes  
29th June

Reperused the letter from the Secretary to the Native School Book, and School Society dated the 6th recorded under date the 13th instant in this Department, and the letter \* from the Chief Engineer dated the 17th recorded under date the 31st of May in the General Department.

Having already fully stated my opinion on the advantages that will ultimately be experienced by a more general diffusion of a knowledge of the English language, I have only to add on this occasion that I cannot concur in the opinion expressed in the letter from the Secretary to the Native School Book and School Society. Nor can I avoid noticing the 13th paragraph of the Chief Engineer's letter of the 17th of May.

Colonel Goodfellow states that in a period of nearly 30 years' residence in India he cannot call to mind that he has ever met with one Native who could read or write English with any degree of correctness, or who was capable of perfectly understanding any English book of a higher class than those calculated for children; although it has been the aim of many of them (probably ever since we took possession of the country) and the means they have had for some years past has been very great.

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\* The letter under reference could not be traced.

The result of my experience is directly the reverse of Colonel Goodfellow's. I am entirely ignorant of the great means that have been afforded to the Natives to learn English—A charity school was established in Bombay where the Church was built for the Education of Europeans only; since 1814 a greater degree of attention has been paid to that establishment. Natives have been admitted into it. Schools have also been opened by one or two Europeans on speculation. From both sources, Natives have been taught the English language and they speak, read, and understand it perfectly. Having acquired such a foundation surely the means at their command in enlarging their capacities through the medium of English books are beyond measure greater than they can possibly command, if all the literature of India were within their reach.

I know not whether a Native or an European penned the Chief Engineer's letter now before me. If the former, it constitutes a decisive evidence against him. But in that case, whether in the beauty or correctness of the writing the superiority is infinitely in favor of the Natives at last. I have ever found it so in an office where the fullest opportunity of ascertaining the fact was afforded me. In fact the most beautiful copied despatches sent home to the Hon'ble Court are by Natives.

Within those few years the late Mr. Boyce's School was the only one that I am aware of, where Natives were taught English in a higher class than that adapted for children. Their proficiency was fully equal to the means afforded them for acquiring a knowledge of English; and of perfectly understanding an English book.

Unquestionably the great difficulty we labor under is want of school masters. This difficulty will annually diminish. In addition to the recommendation to the Hon'ble Court to send out school masters, in which I entirely concur, the best expedient for obtaining a regular supply of school masters and which I would press on the Hon'ble Court's consideration would be by the grant of donations by the Hon'ble Court of Directors to Bishop's College at Calcutta, an endowment for four or six schoolmasters for Bombay. Six thousand Rupees is the sum I believe fixed for each scholarship. The requisite number of the most promising boys might be selected out of the charity school and sent round to be educated for this Presidency.

The Clergy at out stations might also be made useful instruments, if they be not already so employed in superintending branches of the Charity school of Bombay, in teaching the English language assisted by Boys, European or Native but I would prefer the latter, educated at the charity school, who may be qualified to officiate as Masters. A salary to these boys should be given and a trifling augmentation to the salary of the Chaplains would probably be necessary.

If this suggestion be at all worthy of attention the archbishop may be consulted upon the general plan of employing the chaplains as proposed



and the salary that ought to be given to the chaplins. In fact whatever sum of money the Hon'ble the Court may appropriate towards the promotion of education should in my opinion be chiefly applied to the diffusion of the English language.

26th of June. (1826)

Sd. Warden.

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(6)

Education No. 68 of 1826.

To

The Secretary with the &c. &c.

Sir,

I am directed by the Governor in Council to transmit to you for the purpose of being laid before the Hon'ble the Government the accompanying copy of a Minute by Mr. Warden dated the 26th instant offering his sentiments on the report from the Native School Book and School Society of the progress made by the School established by that Society, for teaching English as a classical language and other report from the Chief Engineer dated the 17th of last month of the proficiency of the Boys of the Engineer Institution.

2nd. I have the honor to transmit Col. Goodfellow and Captain Jervis' letters and to request that they may be returned when no longer required.

Bombay Castle,  
29th June 1826.

I have &c. &c.

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(7)

No. 1 of 1826.

Education.

To,

L. R. Reid, Esq.,  
Acting Secretary to Government,  
Bombay.

Sir,

In acknowledging the receipt of your letter of the 29th ulto. giving cover to a copy of a Minute by Mr. Warden on the report from the Native School Book and School Society of the progress made by the School established by that Society for teaching English, and, on the Chief Engineer's report, of the 17th May, of the proficiency of the boys of the Engineer Institution, I am directed to transmit to you, to be laid before the Acting President in Council, a copy of a Minute by the Hon'ble the Governor on the subject.

I have the honor to return the original papers received with your dispatch, &c. to be,

Sir,  
Your most obedient servant,  
Sd.

Poona, 5th July 1826.

Secretary to the Hon'ble the Governor.

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(8)

*Minute by the Hon'ble the Governor.*

I must still be permitted to doubt whether English alone can ever be depended on, as the medium of diffusing instruction among the Natives, especially the lower orders ; but it is incontestable that a better knowledge of English would be one very desirable step towards the improvement desired. With this view, I have always recommended that teaching English should be one great object of our attention (though not the only one). I, therefore, readily concur in Mr. Warden's desire, that the encouragement of the study of English be pressed on the Hon'ble Court. The reasons I have so often brought forward for keeping education as distinct as possible, in the eyes of the Natives, from conversion, induce me to withhold my assent to the recommendation of employing the clergy, or the student from Bishop's College at the Government schools. We have already sufficient prejudices to encounter, without raising fresh suspicions and must, therefore, deny ourselves the assistance of a body whose zeal and intelligence would otherwise be of the highest value.

True copy

4th July 1826.

Sd.  
Secretary to the Hon'ble the Governor.

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(9)

*Remark of Mr. Warden.*

On my return from the Deckan, drafts of Paras on Education were submitted to me. I called for the proceedings that had occurred during my absence on which these paragraphs were founded, and as I could not consistently with my former objections subscribe to the drafts, I recorded the grounds of these objections in support of my own consistency in subscribing to a despatch containing proposals contrary to views I had already expressed without of course intending to draw from the Governor or any other member any renewal of the discussion.

27/6/26.

Signed F. Warden.

(10)

No. 2 of 1826.

Education

To,

L. R. Reid, Esq.,  
Acting Secretary to Government,  
Bombay.

Sir,

I am directed to acknowledge the receipt of your letter, dated the 29th giving cover to copies of two Minutes by Mr. Warden of the 26th and 27th ultimo.

The Honorable the Governor has already said so much on the subject of Education, that he is loath to trouble the Board with any further observations.

I have the honor to be,

Sir,

Your most obedient servant,

Sd.

Poona, 6th July 1826.

Secretary to the Hon'ble the Governor.

(11)

Minutes

5th August (1826)

Ordered that the preceding Minute be brought to the notice of the Hon'ble Court in reporting the progress made by the School established by the Native School Book and School SOCIETY.

54

**Extract from the Fourth Report (1827) of the Bombay Native Education Society, pp. 5-9.**

Subject : *The Honorable the President Sir John Malcolms' Speech at the annual meeting of the Society (8th March 1828)—Review of the activities of the Society taken.*

“The Honorable the President then rose, and addressed the Meeting as follows :—

Sir John Malcolm said, that as this was the first time he had presided at this institution, he could not permit the excellent and satisfactory Report which had been read, to be passed over in silence.

“Language, he said, was the medium of all instruction, and he must ever think it impossible to convey knowledge to a hundred millions of human beings, through any other medium than their vernacular dialects. The improvement of that medium, and facilitating the communication between the instructors and the instructed was the first object. (Here he paid the highest compliment to the College in Calcutta, and to the great and successful labours of the oriental scholars at the capital of India, who, by numerous elementary works, and by multiplying Eastern books, had so greatly smoothed the path of knowledge in Hindoostanee, in Sanskrit, and in Persian.) In Western India, he observed, the want of such facilities was still great : that want, however, through the labours of this institution, would soon be amply supplied, and amongst the works of this description necessary for the Bombay Presidency, he was highly gratified to find that Captain Molesworth’s full and excellent dictionary of the Mahratha language was nearly completed.

“Next in importance to the editing of such works, was that of giving these, and useful books in the native language, to the public ; and here Sir JOHN MALCOLM said he had to notice (which he did with sincere satisfaction) the progress in Lithography. From this expeditious and economical mode of printing, he desired no further proof of the excellent state of the press of the Institution than that furnished by a book before him (the *Anwari Sohili*) in Persian. He was informed that the Society was enabled to dispose of this work for 25 rupees, and he stated his belief that such a copy in Persia would cost nearly two hundred.

“Education and knowledge, Sir JOHN MALCOLM said, he considered worse than useless, unless, they became the means of improving the condition of those to whom they were imparted. Government, and the Societies whom it supports, could do little more than give the first impulse ; they could sow the seed, and show the utility of the plant when produced, but its spreading and becoming a blessing throughout the land depended upon its being made accessible to all. Education, he observed, may be given to a few, but it would never be generally beneficial until it was sought as a means of obtaining employment, and of establishing and supporting distinction in the community. It was, he stated, quite impossible this could ever be the case amongst the natives of India till the means of instruction were afforded them in the languages of their country. To works of science in the languages of Europe, few of them could ever have access. Let those present recollect the days of their boyhood ; until the age of twelve or fourteen, the time was spent in acquiring their own language, in reading, writing and arithmetic. Suppose, after this preparation, that instead of being able to acquire knowledge in English works, they were told these treasures were hidden in Greek and Hebrew books, they would have shrunk from the task in despair ; for years must elapse before they learnt the new language, and that period of life, which, to be useful, should be passed in the application of knowledge, would be spent in its attainment :—and if they did persevere, their acquirements would in a great measure separate them from the community to which they belonged ; they would be veiled from common view in a language un-

spoken, and not understood by their relations and friends ; and they would be unable to impart what they knew, to any who had not gone through the same process as themselves. These results, Sir John was of opinion, could only be avoided by changing the languages of the nations of India, and this was wholly impracticable. If knowledge was to be imparted, there was only one mode of doing it, and that was through the medium of their own language, and to effect this, it was indispensable to associate in the labour, the principal Natives of the country where the attempt was made. Both these objects have been accomplished at Bombay—many and useful books had been translated ; and the intelligent native boy (as well instructed in his own language, as we are in our common seminaries in England), could commence, when introduced to our institutions, with the acquirement of science. The Governor said he saw around him (turning to the numerous respectable natives present) those who could far beyond us promote this great labour. It was from their cordial co-operation that the extended diffusion of useful knowledge could alone be expected. By their appreciating and employing the talents which were brought forward by an institution of which they were the chief support, an example would be shown, which, when generally followed, must reflect never-dying reputation on those by whom it was first given.

“ Among the books which had been translated and lithographed, Sir JOHN MALCOLM was glad to see many excellent works on Mathematics. The solution of the simplest problem, he considered not more useful in its application to mechanics and other branches of science than as it conveyed a lesson of truth and exactness, alike calculated to promote morality and knowledge. He was also glad to see the commencement of a translation into Maharatha of Grant Duff's History of that nation. Sir John said we were much indebted to the gentleman who had undertaken this task, which, besides the information it conveyed, would instruct the natives what we required in this branch of letters. Taught by its correctness as to dates, by the research it displayed, and the reasoning of its author upon events, we might expect from them similar efforts, and when we succeeded in this point, we should attain more correct information on the local history of the various countries in India, than we could from any other sources.

“ The inhabitants of India, said Sir JOHN MALCOLM (still addressing the Native gentlemen), were not behind us in many of the useful arts of life, and in their domestic conduct ; and in the observance of those private ties and relations, upon which the peace and good order of society so much depends, we might receive from them many and important lessons. We were undoubtedly more advanced in literature and in some sciences, which, while they gave energy and dignity to the mind, promoted the comfort and happiness of the human race. These it was the object of this Institution to impart, and it has been excellently framed for that purpose ; and though the means adopted were in many respects new in practice, he (Sir John) could not doubt their success ; they were proofs, of the wisdom and foresight of him by whom they were established. ‘ To me,’ said Sir John, with emphasis, ‘ nothing remained, but to mature what

has been so ably commenced, and among the numerous acts of my predecessor (Elphinstone) there is not one of which I should so much desire the glory as that of being the founder of this Institution.'

"The Elphinstone Professorships (Sir John said) to which the native gentlemen of the Bombay Territories had, by their liberal subscriptions, done themselves so much honour, must become an essential part of this Institution. Those who filled these important situations would instruct the many. This higher department would be a fountain of knowledge at which all might drink, and by which we might hope to impart that love of learning and the arts to the superior classes, which is essential to promote in their inferiors a desire for the acquisition of what is really useful, and also to place it more in the power of Government to employ and advance them in the community to which they belong.

"Sir JOHN MALCOLM observed, with great satisfaction, the native School-Masters who were instructed at this Institution. The same plan had been pursued by the late Mr. May, a Missionary in Bengal, and the effects of his zealous labours shewed the readiness with which the poorest inhabitants of India welcomed any improvement in their own system of education, when introduced in a manner which neither outrages their habits nor their prejudices. On these points we must proceed with great caution, nor must we be discouraged if we meet with difficulty or opposition. Such will arise from various causes, and can only be overcome by patience and perseverance.

"Sir John, in illustration of this observation, said, he expressed his disappointment to some of his native friends in the Deccan, at their not sending their sons to Bombay, as he knew the schools established at Poona did not afford equal means of instruction. The answer he received explained the true cause of their not doing so. 'However much,' said the sensible and respectable person he addressed, 'we may be free from prejudice, we cannot go in opposition to the ladies of our families; they hear strange stories about Bombay and your societies there; and though these are from interested and designing people, when the impression they make is unconquerable, we cannot pay the price of domestic comfort for the improvement of our sons. But if you will send us masters who can teach more than those now at Poona, our children shall attend them, and we will gladly contribute to their support.'

"Sir John assured him that his request should meet with early attention, and told him he understood and respected the feelings which he had described, too well to desire to outrage them, and that he was confident no system of education could succeed which did not promote, instead of disturbing, that harmony which in every class and every state of society was the natural and true foundation of domestic happiness.

"'To sum up all in a few words,' said Sir JOHN MALCOLM, 'I am convinced that we are in the right road, and I entreat all who support us to persevere. We can, it is true, do little beyond giving the impulse, but, in such an undertaking, this is fame! I shall labour to promote the success

of an Institution, the forming of which reflects such honour on my predecessor, and a knowledge of your sentiments towards him leads me to anticipate your unanimous concurrence in the resolution I have to propose, —“ That in the present, and all succeeding Reports of this Institution, the name of the Honorable MOUNTSTUART ELPHINSTONE be perpetuate as its Founder.” ’

This motion was seconded by JEMSETJEE JEEJEEBHOY and unanimously carried.”

(8th March 1828)

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## 55

### **Extract from the Fourth Report (1827) of the Bombay Native Education Society, pp. 17-19.**

Subject : *Education of School Masters ; progress made in regard to that objective ; plan to post them as teachers after the completion of training ; their ‘ orders ’ or rank, their retraining, etc.*

#### **SCHOOL MASTERS.**

“ The education of School Masters is one of the principal objects, for which this Society was instituted, and this Meeting will no doubt remember that the plan adopted for this purpose was the distribution of the Masters into three classes, corresponding with the extent of learning to be taught by them, and the character of the scholars over whom they are placed.

“ But it was only at the last anniversary that the Committee were enabled, for the first time, to announce any progress under this head. The qualifications then attained by the first set of men, trained in the Society’s Central Schools, consisting of a grammatical knowledge of their mother tongue, the rules of arithmetic on the European system, and the improved plan of managing Schools, were thought sufficient to justify a recommendation to Government, that they should be appointed to seminaries of the second order in the Deccan and Goojrat, pursuant to authority conveyed to the Society in the second Para. of Mr. Secretary Newnham’s letter, dated 22nd January, 1825. This recommendation was followed up by an immediate allotment of 14 Maratha School Masters to the Deccan, and 10 GOOJRATEE to Goojrat ; and they were placed under the superintendence of the Collectors in different districts of those provinces, with a monthly salary of 20 rupees each. The Committee have been favoured by some of those public functionaries with regular periodical reports of the Masters, and the Schools under their charge ; and in a subsequent part of this paper, which refers to the latter in detail, it will be seen that much benefit has been derived from the attention given to the education of teachers, and that much more would be available to the native community, were there a better stock of books of general knowledge,

ready translated and printed. Two other sets of Masters, one of 25 Marathas, and another of as many Goojratees, have been placed under tuition, since the first were despatched to the interior. Of these, the greater portion have acquired a degree of information superior to the former, which would entitle them at once to employment, if it were not desirable (as it has proved possible), to raise the qualifications of *Masters of the second order*, beyond the scale at which the first set were passed. The degree in which the present set have excelled the former, consists generally of a more critical knowledge of the grammatical construction of their own language, and a study of the higher branches of Mathematics : besides which, they have gone through a part of the Practical Geometry of Colonel Pasley, a Treatise on Mensuration and Logarithms ; and they are now about to finish a Course of Algebra. To this it is intended to add a knowledge of the Elements of Euclid, to complete the qualifications which shall entitle them to the superintendence of Schools of the 2nd order.

“ When these Masters are so prepared, it is in contemplation to put them in charge of the Schools now under the former set of Masters, recalling those men to the Presidency for further instruction. It is not intended, by such an arrangement, to overlook the acquirements which the first set were prompted to obtain through private study, with the aid of the books that the Society has been enabled to publish, or to detain them unnecessarily at the Presidency : but whether for the superintendence of Schools of the 2nd order, or for their promotion to the rank of Masters of the 1st order, the Committee wish to be quite satisfied of every man's fitness, by his passing a public examination before the Society's Officers in Bombay.

“ Among the School Masters of the 2nd order, in the interior, one has been dismissed by the Native Education Society in the Southern Concan, and another stationed at Youla in Candesh, died on the 23rd of November last.

“ Four School Masters, of the 3rd order, three Marathas, and one Goojrattee, duly qualified since the last meeting, have been put in charge of Schools on the Islands of Bombay, on a salary of 15 rupees a month each. No report has reached the Committee of any persons trained in the 2nd order of Schools established in the Deccan and Goojrat having been nominated to the post of Masters of the 3rd order in those provinces.”

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## 56

### Extract from the Fourth Report (1827) of the Bombay Native Education Society, pp. 21-22.

Subject : *Report on the Condition of Schools : The Central Goojaratee School and the four schools of the third order in Bombay.*



## SCHOOLS

"The Central Maratha School contains 117 boys, and the studies of the senior classes (from which the others descend in regular gradation) have been extended to a more thorough acquaintance with the grammatical construction of the language and the higher Mathematics.

"The Central Goojratee School, containing 82 boys, emulates, and in some degree even surpasses in proficiency, the Maratha Central Schools. The proportion of Parsee Scholars still predominates over the Hindoos, and occasions regret to the Committee that the numerous parents of the latter in this Island are not more alive to the advantages of this School for their children. This is mainly to be imputed to the hostility evinced by the old Goojratee School Masters, who consider themselves entitled to a monopoly of the profession, with all its pristine imperfections; and not only have they exerted every possible influence to dissuade their fellow Hindoos from countenancing the Society's innovations for improvement; but they have not scrupled to offer more serious molestation to the furtherance of its plans. The Committee would gladly admit these old Masters to participate in the instructions afforded by the Society, and thus enable them to maintain with justice the consequence and character to which they pretend; but if they persist in standing aloof, it cannot be believed that the sensible part of the Hindoos above alluded to, will much longer suffer themselves to be the dupes of their fallacious representations, whilst their brethren in Goojrat are passing them by under the new system.

"The four Schools of the third order in Bombay have fewer Scholars than it is desirable and possible to instruct in the rudiments of learning, owing to the unfavourable situations in which they are placed for want of suitable buildings for the accommodation of large numbers. The boys are, however, on the whole, proceeding satisfactorily, and from these Schools as well as from the Central Establishment, several pupils have chosen to quit their studies for the transaction of the business of life, with a limited stock of knowledge but sufficient in their opinions to promote their views and interests. However much it is to be wished that all the boys should go through a prescribed course of Education, before they are suffered to withdraw, the Committee cannot, at this early stage of their proceedings, succeed in convincing every parent of the advantage of prolonging the period of tuition, so as to enable his child to attain the full extent of instruction provided in the seminary in which he is placed. In this manner many promising youths are taken away too soon, and with manifest detriment to their future prospects. This is attended also with a degree of disrepute to the character of the Schools, which would rise more rapidly in public estimation, if such a practice were discontinued. There is, nevertheless, some compensation for the evil, in the certainty that some portion of useful knowledge (be it ever so small) is thus diffused among the native community; and the Committee are assured that it has already tended to promote the advantage of those who possessed it."

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## 57

**Extract from the Fourth Report (1827) of the Bombay Native Education Society, pp. 28 to 32.**

Subject : *Proceedings of a meeting of the Native Inhabitants of Bombay, held in the Library of the Native Education Society, on Tuesday, August 28th, 1827, to come to a resolution on the most appropriate method of attesting the affectionate and respectful sentiments of the Native Community towards the Honorable Mountstuart Elphinstone on his leaving the Government of Bombay*  
and

*Resolutions passed at the meeting.*

“Proceedings at a numerous and respectable meeting of the Native Inhabitants of Bombay, held in the Library of the Native Education Society, on Tuesday, August 28th, 1827.

“The meeting was opened by Madhowdas Runchoddas taking the chair at the unanimous request of the Gentlemen assembled.

“At the suggestion of the Chairman, the object of the meeting was explained in English, Mahratha, Goojratee, and Persian Languages, Viz, to come to a Resolution on the most appropriate method of attesting the affectionate and respectful sentiments of the native community, towards the Hon'ble Mountstuart Elphinstone, on his leaving the Government of Bombay, over which he has presided for the last eight years with so much virtue, ability and integrity, accompanied with such unvarying courtesy, kindness and generosity.

“Framjee Cowasjee rose to state that there were several methods of accomplishing their object. They might present a service of plate.—They might erect a statue;—or they might draw up a suitable address. The last of these he considered to be but a necessary accompaniment of some more permanent attestation of the feelings of their hearts. As to the terms of the address, there could be but one opinion, but he entreated the meeting to revolve in their minds by what other means they could most effectually perpetuate the remembrance of one to whom they had looked as their common father and friend.

“The native Gentlemen present then proceeded to discuss the various methods of carrying into effect their object, when it was at length moved by the Chairman, seconded by Framjee Cowasjee, and

“Unanimously Resolved—That the most satisfactory and durable plan of carrying their wishes into effect, is by accumulating a fund of money, to be vested in Government securities, from the interest of which, according to its amount, one or more Professorships (to be held by Gentlemen from Great Britain, until the happy period arrives when natives shall be fully competent to hold them) be established under the ‘Bombay Native Education Society,’ for teaching the English Language, the Arts, Sciences and Literature of Europe; and that these Professorships, in compliment

to the person in reference to whom the meeting has been convened, be denominated the 'Elphinstone Professorships,' with the reservation, however, from the principal subscribed, of a sufficient sum of money to defray the expense of a Portrait of Mr. Elphinstone, to be placed in the Library of the Native Education Society."

#### RESOLUTIONS

On the motion of Jemsetjee Jeejeebhoy seconded by Kaikhusroo Sorabjee, it was

"Resolved—That the subscription paper, together with a Copy of the Proceedings of the meeting, be circulated among the Native Inhabitants of Bombay for further contributions, and that it be sent to the Outstations for the same purpose.

"Moved by Dhackjee Dadajee, seconded by Nowrojee Jemshedjee, and

"Resolved—That a Committee of Native Gentlemen be formed to carry these Resolutions into effect, and to report to the Subscribers when the measures proposed are sufficiently matured to enable them to hand up the address and resolutions to the Honorable Mountstuart Elphinstone. The Committee to consist of,

Mahdhowdas Runchoddas,  
Jemsetjee Jeejeebhoy,  
Framjee Cowasjee,  
Bomanjee Hormasjee,  
Dhackjee Dadajee,  
Devedas Hurjeevundas,  
Jugunnath Shunkerset,  
Mohomed Ullee Rogay,

and that Captain Jervis be requested to afford his aid as Secretary to the Committee.

#### **Extract from the Fourth Report (1827) of the Bombay Native Education Society, pp. 34-35 and pp. 38-39.**

Subject: *Extract from the Address given to the Hon'ble Mountstuart Elphinstone by the Native Princes and extract from his reply to them.*

## ADDRESS OF THE NATIVE PRINCES

“To you, therefore, Honorable Sir, we find it impossible to express our gratitude in adequate terms ; since, had it not been for the animating support with which you have so constantly encouraged and protected them, the efforts to excite a desire and love of intellectual and moral improvement, that have commenced so prosperously, and promise to be crowned with ultimate success, must have been altogether unavailing. But permit us to acquaint you, that, in order to evince that we are ourselves fully persuaded that no amelioration can be of more incalculable benefit to this country than the diffusion amongst our children and countrymen of that extensive knowledge, those noble modes of thinking, those wise and liberal principles of Government, and those sublime views of moral rectitude, by which the British are so eminently distinguished, we have determined to raise a Subscription amongst ourselves, which at the present moment amounts to two laks and fifteen thousand (2,15,000) Rupees for the purpose of founding one or more Professorships for teaching the languages, literature, sciences, and moral philosophy of Europe. Nor can we doubt that you will be pleased to comply with our earnest solicitation that we may be allowed to honor these Professorships, as a slight testimony of our unceasing gratitude, with that name which we so much revere and admire, and to designate them as the ‘Elphinstone Professorships ;’ and that you will permit your portrait to be drawn by an able artist in England, in order that we may place it in the rooms of the Native Education Society, as a permanent memorial of the liberal and enlightened founder—protector of that Society.”

## REPLY FROM THE GOVERNOR.

“In returning my grateful acknowledgements for the address which has now been presented to me, I should do little justice to my own feelings, if I could conclude without noticing the impression made on me by the manner in which your approbation is to be perpetuated. By associating the present mark of your good opinion with an institution promotive of the education of your countrymen, you have increased, beyond calculation, the honour conferred on me, while you have evinced an extent of wisdom, liberality, and public spirit, which shed a lustre over your own characters still more than upon mine. This measure, if properly pursued, is worthy of the judgement and foresight with which many of you are eminently gifted ; and tends to raise still higher the opinion which I had already formed of your community, and to increase the respect and regard with which I shall ever remember the valuable persons of whom I am now to take my leave.”

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## 59

**Extract from the Fourth Report (1827) of the Bombay Native Education Society, pp. 39 to 47.**

- (1) Letter dated 1-12-1827 from the Committee representing the Native Community to the Secretary to the Bombay Native Education Society.
- (2) Letter dated 4-12-1827 from the Secretary to the Society to the Secretary to Government, Bombay.
- (3) Letter dated 21-2-1828 from the Secretary to Government, Bombay, to the Secretary to the Bombay Native Education Society.

Subject : *Communication regarding the desire of the Native Community to institute 'Elphinstone Professorships'—Request from the Committee of the representatives to the Bombay Native Education Society to move Government in the matter and to solicit their patronage to make the scheme a success.*

(1)

To

Captain GEORGE JERVIS,  
Secretary to the Bombay Native Education Society.

“ Sir,

“ We, the undersigned, beg leave to acquaint your Society that we have been constituted a Committee to raise subscriptions amongst the Native Princes and Gentlemen allies, and subjects of the British Government under the Presidency of Bombay, for the purpose of endowing one or more Professorships under the Native Education Society, with the denomination of the ‘Elphinstone Professorships.’ This measure is adopted with the view of effectually commemorating the very high sense entertained by them of the private and public character of our late Governor, by associating it with that highly honorable, benevolent, and useful object for which he always evinced such intense anxiety from the first moment of assuming the reins of Government; namely, the Education of the Natives on sound intellectual and moral principles.

“ A list of Subscriptions to this date herewith annexed amounting to Rupees 2,26,172—and TREASURY NOTES, of such sums as have been realized and deposited in the 5 reas per Cent per diem loan, advertised under date the 22nd May 1827, until better arrangements are adopted by your Society for its final investment, are herewith made over to you, in order that no time may be lost in concerting the best means for giving effect to the important measure in contemplation. Some contributions however remain to be paid, and others are expected which we are led confidently to believe will raise the total amount to three laks of Rupees.

"The realization of these we beg to commit to your Society, resigning any other duties that may happen to remain unfinished to be completed by it.

"It remains for us to state a few leading particulars for the Society's guidance as to the nature of the Professorships, and the persons to hold them. They are required for the purpose of teaching the Natives the English language and the arts, sciences, and literature of Europe; to be held first by learned men invited from Great Britain, and to continue so to be held until the happy period arrives, when Natives of this Country shall be found perfectly competent to undertake the office.

"Adverting to the sound policy as well as to the duty of an enlightened Government to give its countenance and aid to these intentions, and considering the largeness of the sum before referred to (which there is little doubt of its averaging), we most earnestly hope that thro' the entreaties of your Society, the Hon'ble the Governor in Council will be induced to add such a sum from the public Treasury to this fund, as shall secure, on handsome salaries, the services of at least three truly eminent men from England, selected by a public examination as to their fitness, from persons invited to stand for it; and on no account to be nominated by private choice or patronage. The sphere of one Professor should be languages and general literature; of another Mathematics and Natural Philosophy, including Astronomy, Elementary and Physical; of the third, Chemistry, including Geology and Botany: the knowledge of the two last Professors to be particularly imparted with its relation to the useful arts, and the future profitable employment of it, by the Natives in life. YOUR SOCIETY will be pleased to bear in mind, what the Natives have desired us particularly to express, that, by the study of the English language, they do not contemplate the supercession of the vernacular dialects of this country, in the promotion of Native Education; but that they regard it merely as a help to the diffusion of European arts and sciences among them, by means of translations by those who have acquired a thorough acquaintance with it; and as a branch of classical education to be esteemed and cultivated in this country as the classical languages of Greece and Rome are in the universities of Europe.

"The execution of these measures and wishes we now beg to recommend to the anxious attention of your Society, leaving it to adopt any further arrangements it may deem necessary, to give them efficiency, and to secure the ineffable blessings of useful knowledge to those who have now evinced so undeniable a desire to obtain them.

"It is the desire of the Natives that a sum of money from the fund shall be remitted at an early opportunity to London, for the purpose of having a full length Portrait of Mr. Elphinstone executed by an eminent artist, to be placed in the library of the Society when received in Bombay.

You will take the necessary steps therefore to have this carried into effect."

Bombay,  
1st December 1827.

(Signed)

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" We have the honor to be,  
Sir,

Your most obedient  
humble servants.

MANDOODASS RUNCHODDAS,  
JUMSETJEE JEJEEBHOY,  
FRAMJEE COWASJEE,  
BOMANJEE HORMASJEE,  
DAVIDASS HURJEEVUNDASS,  
DACKJEE DADAJEE,  
JUGONNATH SUNKERSETT,  
MOHAMUD ALLY ROGAY.

(2)

To JOHN BAX Esq.  
Secretary to Government.

Sir,

By direction of the Society, I have the honor to transmit for the information of the Honorable the Governor in Council, the copy of a letter to my address, from eight of the principal Gentlemen of the Native community, announcing the result of the measures confided to them, as a Committee selected by their countrymen, allies and subjects of the British Government, under the Presidency of Bombay, for the accumulation of a fund, to be vested in public securities, for the endowment of one or more Professorships under the Native Education Society, to be entitled the "Elphinstone Professorships." This measure, as the Committee observe, is designed to hand down to posterity the very high sense entertained by the Natives of the public and private character of the enlightened and dignified personage who has just resigned the office of Governor, by associating his name, in a manner the most efficacious that presents itself to them, of preserving the recollection of it, with the truly honorable, humane, and wise project, ever most near to his heart; their intellectual and moral improvement by means of education.

So unequivocal and unprecedented a mark of affection to this friend from whom the Natives are parted, cannot but excite in the breasts of those (whose wisdom and discrimination placed him, nine years ago, at a very critical juncture, at the head of the affairs of this Presidency) feelings of pride and exultation, and it is the hope of this Society that the Honorable the Governor in Council will lose no time in bringing these particular proceedings to the notice of those high authorities in England.

The Society could enlarge with peculiar satisfaction, at the instance of the Natives, on the character of Mr. Elphinstone, but it would be a

digression from the particular province of this letter, and it is unnecessary, in as much as the Government and the community are in possession of their feelings, conveyed in the address presented to him, on the day preceding his embarkation for Egypt, by the different Native princes, Chieftains and Gentlemen connected with the west of India.

It will be perceived in the enclosed that the Society is now empowered to invest the funds, which are already collected, and in progress of realization, on the most advantageous terms, and to adopt without delay the means of giving effect to the plans in question. To accomplish the latter object, the first point which presents itself for consideration is the extent to which they are likely to be carried. With reference to the total amount already contributed in the short space of three months, and on a firm belief, from further inquiries, that the average of the subscriptions will reach (as the Committee of Native Gentlemen have stated in their letter), the extraordinary sum of three laks of Rupees, the desire of the Natives themselves for the benefits of an enlightened education, become thus publicly proclaimed to be undeniable: and viewing the encouragements held out during the administration of Mr. Elphinstone to all classes of Natives, with a view to bringing them into closer bonds of union with their European fellow subjects, and conciliating their good will and affection to the Government, through the instrumentality of Education; and knowing that a very general opinion prevails that Government will regard these proceedings as the auspicious omen of increasing confidence in the British rule, and improvement in the Native population, the Society has little doubt that the Honorable the Governor in Council, weighing, duly, these several circumstances, and many more that cannot fail to suggest themselves to his capacious mind and thorough knowledge of the people among whom his life has been hitherto devoted, will either readily take on himself immediately to acquiesce in the request of the Natives that "he will add such a sum, from the public Treasury, to this fund, as shall secure, on handsome salaries, the services of at least three truly eminent men from England, selected by a public examination, as to their fitness, from persons invited to stand for it, and on no account to be nominated by private choice or patronage," or that he will submit the request, with the strongest recommendation, to the superior authorities in England for confirmation.

It is the earnest solicitation of the Natives, that at least the three Professorships enumerated may be established; and as the Government have already entered on some measures, and applied to the Hon'ble the Court of Directors for the means to accomplish others, connected with preliminary education, it is purposely proposed that the duties of such men, as are here alluded to, shall be of a more extensive and learned character than that of School Masters, and that their station in Society and income, no less than their literary acquirements, shall command respect. From the most careful consideration, therefore, it does not appear possible, that the truly eminent characters called for by the Native Gentlemen's letter, can be induced to come out from England under a smaller salary than 1000 Rupees a Month each; which sum is the more requisite,



as their labours at the commencement will be more difficult and irksome than when education has made more progress.

With these Professors, the next thing for consideration is the provision of a building in which their operations may be conducted; and as those belonging to the Society are already too small for its use, it becomes again necessary for the Society to depend on the generosity of Government for the requisite accommodations. At present the several establishments for Native Education in Bombay, as well that over which Government has absolute control, as that which is conducted under its countenance and partial support, together with the Government Lithographic Establishment which may be now considered to form a branch of the Education Department, are all very inconveniently situated in different quarters of the Native Town, and wanting in room for their several purposes—much precious time would be saved in superintending these, if their operations were concentrated in one spot, and if the building were the property of Government, much expense might be spared in house-rent now paid, and for the additional accommodation, which will be incurred. It therefore suggests itself to the Society, however presumptuous it may appear, in the event of the Hon'ble the Governor viewing this subject in the same important light as the Society itself, that he will take into favourable consideration a respectful and humble request that a portion of the extensive Government edifice \* now being erected in the Fort, may be allotted for the purpose above specified which may not interfere with any arrangements in contemplation for providing the community with a room for public meetings and other wants.

Should a favourable hearing be afforded to the appeal made on the two foregoing points, it is scarcely necessary to add that a small sum of money would be required for the endowment of a few Scholarships and, lastly, it would rest with the liberality of the Honorable Court of Directors to grant a retiring pension to the Professors, after twelve years' residence in India. A boon indeed which would crown the whole with perfection.

The result of the Honorable the Governor in Council's consideration of these several proposals, and of the momentous question to which they refer, must regulate any further proceedings of our Society relating to the establishment of the "Elphinstone Professorships;" and accordingly they will be deferred, pending the reply with which it hopes to be honored by as early an opportunity as possible. But adverting to the very large sums of money granted by the Government of Bengal for the erection and endowment of Native Colleges in the city of Calcutta, and at several of the principal Subordinate Stations, the Society cannot conclude this address, without humbly supplicating an extension of similar benefits to the Natives on this side of India who have evinced so ardent and laudable a desire to advance themselves in moral rectitude and intellectual acquirements. To further objects such as these, an animating example is furnished by the distinguished Society established a few years

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\* The Town Hall.

back in London, under the patronage of our gracious Sovereign, and in the language of the discourse delivered at its first meeting by the celebrated Orientalist holding the office of Director, it may be hoped that even the humble measures of "this Society are the commencement of a course which may, it is confidently trusted, in their progress be eminently successful, and largely contribute to the augmented enjoyments of the innumerable people subject to British sway in these regions; and (with humility and deference be it spoken, yet not without aspiration after public usefulness), conspicuously tend to British prosperity as connected with India."

Bombay,  
4th Dec. 1827.

I have the honor to be,  
Sir,  
Your most Obedient Servant,  
GEO. JERVIS,  
Sec. to the Society.

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(3)

To this the following reply has been received.

GENERAL DEPARTMENT.

To CAPTAIN G. R. JERVIS,  
Sec. to Bombay Native Education Society.

"Sir,

"I am directed to acknowledge the receipt of your letter of the 4th December, and to acquaint you, for the information of the Bombay Native Education Society, that the propositions contained in your letter will be submitted to the consideration of the Court of Directors.

The Governor in Council requests that you will inform him from time to time of the amount of the subscriptions to the 'Elphinstone Professorships.'"

Bombay Castle,  
21st February 1828.

I have the honor to be &c.  
C. NORRIS,  
Sec. to Govt.

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60

**Extract from the Fifth Report (1828-29) of the Bombay Native Education Society, pp. 9-10.**

Subject: *Introduction: Committee congratulates the public on the great improvements that had taken place in every branch of education which the system embraced and recorded their sense of the durable benefits derived from the active diligence and talents of Captain Jervis.*

"Your Committee, in presenting their Report, congratulate the public on the great improvements which have taken place since the last meeting, in every branch of education which the system embraces. Your Committee here cannot refrain from recording their sense of the durable benefits which the Society has derived from the active diligence and talents of Captain Jervis. He has associated his name with the Institution, not from his mere official employment, but by the unwearied interest which he has taken in its concerns, and the rapid good which has followed his exertions. We venture to say, that in no part of the globe have such wide and effectual advantages spread so quickly from means at first apparently circumscribed, and in the face of many and great difficulties. The wonderful way in which these have been surmounted, and the facilities now afforded in carrying on the original plan of the Society without trouble, demand our thanks and praise, and our late Secretary carries with him, into his new sphere of duties, our well wishes and grateful acknowledgments, and the assurance that the remembrance of his labours here will be as lasting as their influence has been effectual. On the resignation too, of the Native Secretary, Sudasheev Kashinath, your Committee have thought it their duty to record their high opinion of his zeal and ability while in that situation,—affording most valuable and ready aid at all times to promote the objects of the Society, and having so conducted his duties, as to secure the esteem and favour of all to whom his employment allied him. (12-5-1830)."

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## 61

### Extract from the Fifth Report (1828-29) of the Bombay Native Education Society, pp. 11-12.

Subject: *School Masters: Two sets of Masters prepared to commence their labours as Teachers of the 2nd Order: Their qualifications described.*

#### SCHOOLMASTERS.

"Your Committee are glad to announce that two sets of masters are now quite prepared to commence their labours as Teachers of the 2d order; eleven Murahtas and 14 Goojratees. Their qualifications far exceed those of the last number educated here, consisting of a critical acquaintance with their own languages, and an extensive knowledge of mathematics in its higher branches, and your Committee anticipate the most favourable results from the employment of these individuals as teachers. There are vacancies occasioned by deaths at Surat and in Candeish, and two Schoolmasters required at Rutnageree, to superintend the additional Schools. Eight regular masters, educated under this Society, have been sent to different Regiments."

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62

**Extract from the Fifth Report (1828-29) of the Bombay Native Education Society, pp. 13-16.**

Subject : *Elphinstone Professorships.*

**"ELPHINSTONE PROFESSORSHIPS."**

"Your Committee regret not having it in their power to lay before the meeting any thing definite in regard to the request made by them to the Honorable the Court of Directors. The following letter has been addressed to the Government, but no answer as yet received.

To

J. P. Willoughby, Esq.,  
Acting Secretary to Government.

Sir,

With reference to the Society's letter to the address of Mr. Secretary Bax, under date 4th December, 1827, and the reply of Government dated 21st February following—relating to the contributions for the establishment of the 'Elphinstone Professorships,' the Society begs leave to express the anxiety with which it has been awaiting the result of the appeal to the Honourable the Court of DIRECTORS, in reply to the recommendation of the Honorable the Governor in Council, in furtherance of its views; and as the Society feels desirous to appoint persons to the office of Professors, I am directed to convey to the Honorable the Governor in Council the Society's respectful solicitation to be honoured with any information that may have been received on this subject from England, previous to the adoption of such a measure.

I have the honour to be,  
Sir,

Your most Obedient Servant,  
(Signed) R. MONEY.

Secretary to the  
Society."

Bombay,  
19th April, 1830.

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"Your Committee begs to lay before you Copy of a letter addressed by the most respectable Native Gentlemen of Bombay to our Secretary, giving Mr. Elphinstone the power of sending out the three first Professors.

To

R. C. Money, Esq.  
Sec. to the Native Education Society.

Sir,

With reference to the communication recently submitted by the Society through you to Government, regarding the Elphinstone Professor-

ships, it has occurred to us, in order to render the tribute to our late beloved Governor as complete as possible, that the first three Professors sent to this country should be particularly selected by him; and as the funds already deposited in the general Treasury are sufficient to cover the expenses of one Professor, we have to express the earnest desire of the Native Community, that a person be nominated to the situation without loss of time, leaving it to Mr. Elphinstone to choose that one of the three branches pointed out in our letter of the 1st December, 1827, which he may consider the most desirable to commence with. We are confident that we most consult our own interest by entirely surrendering the choice of the Professors to Mr. Elphinstone, so singularly qualified as he is, by his unwearied attention while Governor here, to the concerns of the Native subjects, as well as from his eminent abilities to do ample justice to the trust thus reposed in him. As regards the management and control of these Professors, after their arrival, we would respectfully suggest that a Council be formed, consisting of two Native and two European Gentlemen, of rank, with a Secretary.

We beg that you will take steps, without loss of time, to make known these our wishes to Mr. Elphinstone, and to communicate them also to the Hon'ble the Governor in Council.

We have the honour to be,

Sir,

Your most obedient Servants,

(Signed) JUGUNNATH SHUNKERSET,  
 " FRAMJEE COWASJEE,  
 " DHAKJEE DADAJEE,  
 " BOMANJEE HORMASJEE,  
 " JEMSETJEE JEEJEEB'HOY,  
 " MOOLA FEEROZ,  
 " MOOHUMMUD ULEE ROGAY."

Bombay,  
 22nd April, 1850.

### 63

#### **Extract from the Sixth Report (1830) of the Bombay Native Education Society, page 5 and pp. 7-8.**

Subject : *Extracts from the Proceedings of the Society's General meeting held on the 12th April 1831.*

"On the motion of W. Newnham Esq. seconded by John Romer Esq. the Right Honorable the Earl of Clare was requested to take the Chair. The Prize Boys of the English School read and translated *viva voce* from Maratha into English, and were examined in the higher branches of Mathematics. The boys read English very fluently, and all present seemed highly delighted at the progress they had made. The Maratha and Goojratee Scholars were examined in their several languages. The

Prizes were then distributed by the Right Honourable the Governor, in awarding which, His Lordship expressed himself much pleased with what he had seen. The Report was then read by the Secretary."

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"Mr. Newnham remarked, that nothing could give him greater pleasure than what he had that morning witnessed. The Report detailed shortly the results of the Society's exertions; and to see the success that had attended the Society from its first establishment, was very cheering. It was an undisputed fact, that knowledge came from the East; and it was the principal, as it was the fairest object of an Institution like this, to convey it back to its original source, and spread it over a land from which Europe had borrowed the first fruits of all its science and literature."

\* \* \*

Jugunnathjee Shunkersett addressed the Meeting in the most impressive manner as follows:

\* \* \*

"I cannot help congratulating all present upon the assurance this Meeting gives, that countenanced and honored by the talent and influence of the Right Honorable the Governor, the Honorable the Judge, the Members of Council and Officers of Government, as this day proves it to be, we may with perfect confidence depend upon its increasing usefulness, may look forward to see within a few years our children enriched with the knowledge and conversant with the Arts and Sciences of Europe, and yet retaining all that we consider sacred in the religious peculiarities of our several Tribes. These benefits we owe to the Philanthropy of our English friends; and shall be very ungrateful indeed if we forget the source from which they flow. We therefore join in an unanimous expression to promote the objects of the Society to the utmost of our power."

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## 64

### Extract from the Sixth Report (1830) of the Bombay Native Education Society, pp. 10-11.

Subject: *Progress of the Schools under the Society.*

"In the Central School, 250 Boys have been through a course of study in the English language—50 have left it with a competent knowledge of the language, consisting of an acquaintance with Geography, Mathematics and Geometry. In Bombay the Boys in the Marat'ha School have amounted to 945 and in the Goojratee to 427. At present there are altogether 56 of the Society's Schools, each containing about 60 Boys, amounting on the whole to 3000 Boys under a course of education.

"Your Committee observe, that the Boys who have made the greatest progress in the English Schools, are the Hindoos,—they are left longer in the Schools by their Parents than other Boys; who though equally intelligent and quick, are more irregular in their attendance. Few or no Mohomedan Boys ever enter the Schools.

"Your Committee have hitherto experienced some trouble from the jealousy of the old Native School Masters, who are unacquainted with the mode of Instruction adopted by the Society, and who have attempted all they can to deter Parents from sending their children to the Schools. This spirit of rivalry from a conviction of the inferiority of the old system and a feeling of shame at opposing the progress of knowledge, has now happily subsided.

"With regard to the Schools in the districts, those at Surat, Kaira, Dharwar and Poona, seem to be in the most flourishing state; and your Committee are glad to mention that this is principally owing to the Gentlemen who have superintended them, and who have taken much trouble in constantly informing us of their conditions and progress."

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## 65

### **Extract from the Sixth Report (1830) of the Bombay Native Education Society, pp. 12-23.**

Subject: *Elphinstone Professorships.*

#### **ELPHINSTONE PROFESSORSHIPS**

"Your Committee are in daily expectation of hearing from Mr. Elphinstone on the subject of the Professor, in answer to the letter addressed to him by the Native Gentlemen in April last. The following correspondence has taken place with Government on this subject, which your Committee now lay before you.

No. 2711 of 1830.

General Department.

To

R. C. Money Esq.

Secretary to the Bombay Native Education Society.

Sir,

I am directed by the Honorable the Governor in Council to acknowledge the receipt of your letter of the 19th April last, and to transmit to you, for the information of the Bombay Native Education Society, the accompanying Copies of a letter from the Honorable the Court of Directors, and of the answer which it is proposed to send to that authority by the first opportunity, connected with the Elphinstone Professorships.

2nd. The Governor in Council has directed me to acquaint you, for the information of the Native Education Society, that it is his opinion, that specific Regulations should be carefully enacted, with the sanction of Government, for the future management of the Institution; the permanance and prosperity of which will much depend upon the observation of Rules and principles that will prevent any future collision between those who conduct it and the Government by whose liberal policy it has been greatly aided, and must continue to be encouraged and protected, or it cannot prosper.

I have the honor to be &c.  
(Signed) J. P. Willoughby,"  
Acting Secy. to Govt."

Bombay Castle, 24-11-1830.

Public Department.  
Our Governor in Council,  
At  
Bombay.

Para: 1st. Our last letter to you in this Department was dated the 1st Instant, and our last General Dispatch to your Presidency on the subject of Education was dated 18th February 1829.

2nd. We now reply to Paragraphs 44th and 49th of your public letter, dated 13th August 1828 communicating to us the further progress of the subscription for the establishment of the Elphinstone Professorships, which amounted on the 1st December 1827 to Rupees 2,26,172, and was expected ultimately to realize Three lacs; and recommending to our favorable consideration the request of the Committee of Subscribers, that a Sum which you propose should be equal to the amount subscribed by the Natives, may be granted from the public money in aid of the undertaking.

3rd. The indication which this subscription affords of the capacity of the higher ranks among the Natives to appreciate the advantages of improved Education, and the value of European Civilization, does honor both to themselves, and to those, who have held the reins of Government over them of late years; for to their fostering influence it is but just in some measure to attribute the growth of the new spirit of improvement.

4th. We are ready and desirous to afford every proper encouragement to this spirit among the Natives and there cannot be a fitter means of bestowing such encouragement than by assisting them in the meritorious undertaking in which they have now engaged. We are therefore disposed to view with favor your present recommendation; but to an immediate compliance with it, there is an insurmountable obstacle, viz: the absence of any definite and well digested plan for the attainment of the benefits which are sought. Until that deficiency be supplied, we can give no final answer to the application, since before we can be justified in appropriating to any purpose so large a sum as that which is now solicited from us, we must be satisfied not only that the end aimed at is desirable, but that the means by which it is to be pursued are judiciously chosen.



5th. Although we defer our decision on the Donation requested from us, until you shall have brought before us a positive and definite plan of the proposed Institution, we are anxious that you should not ascribe this delay to indifference respecting the objects aimed at, or indisposition to lend our aid to the Subscribers, when we shall have a reasonable assurance that their funds are about to be employed in a manner which will really conduce to the ends which they have in view. It arises solely from a feeling that we should do wrong in disposing of a large sum of Public Money before the arrangements on which the utility of the appropriation will depend, have received our mature consideration and approval.

London,  
8th July 1829.

We are, &c.  
(Signed) John Loch and others

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No. 19 of 1830.

General Department.

To

The Honorable the Court of Directors.

For the affairs of the Honorable United Company of  
Merchants of England, trading to the East Indies.  
London.

Honorable Sirs,

Para 1st. We proceed to reply to your Honorable Court's letter of the 8th of July 1829.

2nd. No Remark.

3rd. The Funds realized for the establishment of the Elphinstone Professorships amounted up to the 1st of November to One Lac Ninety-seven thousand and seventy six Rupees, and ten reas, exclusive of interest, and as subscriptions to the amount of Thirty thousand Nine hundred and Fifty Rupees remain to be paid, we may safely calculate upon ultimately realizing Two Lacs and Fifteen or Twenty Thousand Rupees.

4th. If your Honorable Court shall contribute a sum equal to the above, and six per cent be given on the total amount, it will yield an annual Interest of Rupees (25,000) twenty five thousand, available for the purposes of the Institution.

5th. We would recommend that one superior Professor of Mathematics, Astronomy, and all branches of Natural Philosophy, be appointed upon a monthly salary of Rupees (800) Eight hundred per month. He might have charge of the Observatory, and we could give him the House built for the Astronomer rent free, which would make his income fully equal to the salary proposed by the Native Committee; while the use of

the Observatory Instruments would add to his facility of teaching; at the same time that it benefitted Science.

6th. It is quite indispensable that the person nominated to this Professorship should be a man of high established character, for on this selection now and hereafter will chiefly depend the success of an Institution, of which he should be the Head as far as related to the executive duties.

7th. The only other appointment which the fund can at present afford should be an under Professor or Teacher, upon a salary of Rupees (600) Six hundred per mensem, who ought to possess a complete knowledge of the practical application of the Sciences, Architecture, Hydraulics, Mechanics, &c. &c. to the useful purposes of life.

8th. The above persons should be selected and nominated in England, in the manner provided for by the Committee's Resolution of the 1st December 1827. But with regard to Instruction in Botany, Horticulture, Agriculture &c. particularly as applicable to the Soil and Climate of India, as well as to the habits and character of its Inhabitants, we are of opinion that persons will readily be found in this Country much better qualified, and at a less expense to the Institution than if sent out from England.

9th. Part of the accommodation in the Town Hall, adjoining the Rooms of the Literary Society, has always been intended to be appropriated for the use of the Professors, and these therefore will cause no expense to the Institution.

10. We have informed the Native Education Society that specific Regulations should be carefully enacted with the sanction of Government for the future management of the Institution, the permanence and prosperity of which, will much depend upon the observation of rules and principles, that will prevent any future collision between those who conduct it, and the Government, by whose liberal policy it has been greatly aided, and must continue to be encouraged and protected, or it cannot prosper.

11th. If we appear in these suggestions to be more limited in our views than those who founded the Institution, it arises from no want of zeal or warmth in the cause of diffusing useful knowledge, but from a belief grounded in experience, that Institutions should grow with their means and be in the commencement carefully kept clear of those embarrassments by which their progress to maturity is often impeded and sometimes altogether destroyed.

12th. We have furnished a Copy of the dispatch to the Bombay Native Education Society in answer to a communication received from them, soliciting to be apprized of the decision of your Honorable Court, on their request for aid from the Public Money; and stating that they

had left the selection of the first three Professors to the Honorable M. Elphinstone, to which we beg to draw your Honorable Court's attention.

We have the honor to be with the greatest respect.

Bombay Castle,  
24th Novr., 1830.

Honorable Sirs,  
Your most faithful and obedient  
humble servants,

(Signed) J. Malcolm,  
„ S. Backwith,  
„ J. Romer,  
„ W. Newnham,

(True Copies)

Sd. J. P. Willoughby,  
Act. Secretary to Govt.

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66

**Extract from the Seventh Report (1832) of the Bombay  
Native Education Society, pp. 11-12.**

Subject: *Regarding the Central English School of the Society:*

*Regulations governing the admission of pupils, standard of  
studies attained previous to seeking admission, etc.*

Reg: Central English School.

“No boy can be now admitted into the English School who has not previously passed an examination as to his grammatical acquirements in his own language, and his acquaintance with the rules of Arithmetic. Should his examination prove satisfactory, a written order for his admission is given; it is hoped, that by this regulation, a good deal of drudgery will be spared the Masters in the English School, as Boys who possess a good grammatical knowledge of their own language will be much more likely to make rapid progress in the study of a foreign one, and by possessing previous to their admission, a thorough knowledge of Arithmetic, and in most instances of the Elements of Algebra, they may at once proceed to the acquirement of the higher branches of knowledge.

“A Regulation has also been passed limiting the number of Boys in the English Class for the present to 100, and in order to check in some measure the great irregularity of attendance it has been determined, that any Boy who shall, without permission, absent himself for 3 days in one month shall be held “ipso facto” as dismissed from the School. The operation of this rule has diminished the number of Boys to 73—but those dismissed had been most of them mere nominal attendants, some, tho’ their names were borne on the list had not come for months; and the full number has now been almost made up, by the transfer to the

English Class, of the Boys who exhibited the greatest proficiency at the last Annual Examination of the Native Schools."

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67

**Extract from the Seventh Report (1832) of the Bombay Native Education Society, page 13.**

Subject : *Schools in the District : Education imparted free ; schools placed under the Control of the Collectors and supervised by the two Head Inspectors of the Society.*

"The Schools in the Districts, have, with the consent of Government, been placed under the immediate control of the Collectors, and in order that they may exercise that control efficiently, without being burdened with any duties of detail, the two Head Inspectors of the Society have been placed at the disposal of the Principal Collectors of Poona and Surat respectively, by whose directions they are solely to be guided in their tours of inspection, and all other matters connected with the Superintendence of the District Schools, while the Society is at all times prepared to furnish supplies of Books, and properly qualified Masters when required.

"It may be proper to mention here, as it does not seem to be generally known, that the admission of Boys into the Society's Native Schools is perfectly unrestricted, and that no fee is ever, in any shape, required or expected."

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68

**Extract from the Seventh Report (1832) of the Bombay Native Education Society, pp. 14-15.**

Subject : *Opening of 4 Four West Scholarships on 1st March 1832.*

"Your Committee have to report the opening of 4 West's Scholarships on the 1st March 1832 which are now held by the following Boys with the salaries specified ; these scholarships are to be held for 3 years, and the parents or relations of the holders have engaged that they shall not be withdrawn from their studies before the expiry of that period.

Junardhan Wassoodeojee	...	...	Rs. 15
Dadoba Pandoorung	...	...	Rs. 12
Nowrojee Dorabjee	...	...	Rs. 10
Nowrojee Furdoonjee	...	...	Rs. 10
			<hr/>
			Rupees 47 "

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**Extract from the Seventh Report (1832) of the Bombay Native Education Society, pp. 34 to 50.**

Subject : *Correspondence commencing on 26th August 1831 and ending on 18th January 1833 (in all 12 letters) between the Government of Bombay and the Native Education Society in regard to 'the enormous disproportion which existed between the amount of contributions made by Government and by Europeans compared with that made by the Native Community for the support of the Bombay Native Education Society' and Government's Resolution to grant a consolidated annual donation of Rs. 20,000 only to the society.*

**APPENDIX B.**

(1)

No. 2384 of 1831.

General Department.

R. C. MONEY, Esq.

Secretary of the Bombay Native Edn. Society.

Sir,

1st.—The attention of the Right Honorable the Governor in Council having been lately drawn to the enormous disproportion which exists between the amount of contributions made by Government and by Europeans, compared with that made by the Native Community for the support of the Bombay Native Education Society, I am directed to request that you will bring the subject to the notice of the Society.

2nd.—It appears, on reference to the accounts, that Government has expended within 5 years (1826 to 1830), for the publication of Works, the profits of which go to the Society for establishment and for prizes, the sum of Rupees 2,01,923-3-8, or an average upwards of Rupees 40,000 per annum, and that within 3 years (1828 to 1830) the Subscriptions and Donations of Europeans amounted to Rupees 8,183, or on an average Rupees 2,727 per annum. Whilst those of the Native Community amounted only to Rupees 4,714 or on an average Rupees 1,571 per annum.

3rd.—In the number of subscribers too, as well as in the amount of Subscriptions, the disproportion is equally remarkable, for the largest number of Natives who have given Subscriptions or donations to the Society in 1830, amounted only to 27, whilst the number of European Subscribers in the same year amounted to 60, as shewn in the annexed List.

4th.—His Lordship in Council is not forgetful of the liberal Subscriptions made by the Native Community for the creation and support of the Elphinstone Professorships, but these may also require pecuniary aid

from Government, and are at all events quite unconnected with the subject of the present reference.

BOMBAY CASTLE,  
26th August, 1831.

I have the honor to be, &c.  
(Signed) J. BAX,  
Secty. to Govt.

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(2)

To,

JOHN BAX, Esq.  
Secretary to Government.

Sir,

I have had the honour of receiving your letter of the 26th ultimo, which had been laid before the Committee of the Society. The Society acknowledges, that it depends for its liberal support entirely on the aid of Government. The money which has been yearly expended seems in amount, separated from the objects of the Institution, and the results of such munificence, high, but the Society trusts that when these objects in all their importance and those results in their success, are placed by the side of even a far larger expenditure, the Right Honorable The Governor in Council will not consider them, even in this early season of their appearance, undeserving of the costly charges which the Society have incurred to ensure their being brought to maturity. The first cost of setting on foot an extensive Institution must be great. The building of the present Schools was entirely an act of public liberality and in these Schools the many Masters who are now circulating the learning they acquired through the Country, underwent a course of education, so opposite to all their customary Rules of teaching, that much resentment and hostile feeling, was experienced by the Society, which has only lately subsided. To instance this I need only say, that frequent personal attacks was made on the Schools by the old Bombay School Masters, who by actual violence and misrepresentation to Parents tried to hinder Boys from entering them. Fifty six School Masters have left the Institution to take charge of Provincial Schools. It is evident that the Society would have but half discharged their duty had they stopped short here, and consequently the only uncontrolled expense has been in Rewards for the translation of Books. The liberality of Government has placed in their power the means of meeting and increasing the desires which must naturally spring up, where the ground which has so long lain waste, has been broken up for the reception of Seed which has already shewn a healthy growth. The work of translation is slow, but the kind of knowledge which the Society has wished to impart, may be seen from the Books already used in our Schools and which cannot fail to influence the characters of the young generation. A list of books translated, is sent, which the Society wishes to lay before the Right Honorable the Governor in Council; of their value and eventual use in expelling from the minds of the Native Population of this side of India, many absurd fancies regarding History, Geography, Astronomy,

and Science in general, none can doubt ; and the higher tone of moral feeling which such extended views must give the Native Character, when no longer allowed to dwell on the singularly contracted principles of a confined intellect, will richly repay the British Government for any pecuniary sacrifices made in attempting so desirable an object. The names of the Members of the Committee will alone satisfy the Right Honorable the Governor in Council, that in no one instance has a single Rupee been thrown needlessly away and the laborious duties, which those only know who are entrusted with the care of the Institution, gratuitously performed by Gentlemen holding official situations, which are in themselves no sinecure, show, that unless the Directors of the Society experienced the gratification arising from having large means at their command to produce equally large effects which they saw prospering under their hands, they could not in the face of many difficulties of a most depressing nature, continue their exertions in the behalf of Native Education. It is also an undeniable fact, that unless European Gentlemen had chosen to employ their leisure hours in the work of translation, the Natives themselves would never have commenced it. It was this which led the Government to offer handsome premiums for the translation of certain works. Every translation is strictly examined by the Committee before it is sent to the Press, and the reward is fixed at a Monthly Meeting and circulated for the approval of all the Members who may not have been present. The fifty-six Schools of the Society, and the Government Regimental Schools are all supplied with Books from the Society's Library.

In regard to the disproportion between the amount of contributions made by Government and by Europeans, compared with those made by the Native Community, the Society have always lamented that such should have been the case. I have now the pleasure of informing you that since the receipt of your letter, the contents of which were communicated to the Native Gentlemen, Members of the Society, the sum of 1,849 Rupees has been subscribed. A Statement of present Subscribers is enclosed. The only reasons which the Society can offer of the small Subscriptions of the Natives, is their being hitherto, with the exception of a few liberal and intelligent Native Gentlemen, unconvinced of the utility of, and prejudiced against our System of Education, the benefits of which they are now only beginning to see in the few boys who have gone through a regular course of instruction in the Society's Schools, or from their unwillingness to lay out more money, when they see no good resulting yet from great Subscriptions which were raised four years ago for the promotion of the same views in a higher degree, and which the Society think to be the principal motive of their disinclination to expend more money in the cause of Education. I would beg to observe that according to your estimate of Subscriptions of the first year of the institution's existence, when we may suppose the most strenuous exertions were made to procure them, prove that those now paid, long after the excitement of novelty had passed away, are, from an increasing conviction of the usefulness of Education seeing that such a progress has been made and is making, to take the last five years as a correct estimate of the effects of such an establishment would not be doing justice to the Society. There is also little doubt but that in a few years,

the thirst for information, which is now displaying itself will repay all expenses incurred to meet it, and that the sale of Books will be equal to the charges of publishing them. The Society has but just passed from its infancy into a still depending state, and if the arm of Government which has hitherto brought it safely on, be withdrawn, nothing but its utter dissolution can be anticipated.

Bombay,  
15th September 1831.

I have the honor to be, &c.  
(Signed) R. MONEY  
Secretary.

(3)

To,

J. Bax, Esquire.  
Secretary to Government.

Sir,

I am directed to state for the information of the Right Honorable the Governor in Council that many important publications of the Society, the early completion of which it considered extremely desirable, are at present at a stand, in consequence of the abolition of the Society's Lithographic Press Establishment at Poona, and to request to be informed if the works alluded to, may be sent to the Government Lithographic Press at this place to be completed, the Government letter of the 22nd January 1825, having authorized the printing or lithographing of all the Society's publications at the expense of Government.

Bombay,  
5th September 1832.

I have the honor to be, &c.  
(Signed) G. POPE,  
Secretary.

(4)

No. 2361 of 1832.

General Department.

LIEUT. G. POPE,  
Secretary to the Bombay Native Edn. Society.

Sir,

I have the honor to acknowledge the receipt of your letter of the 5th Instant, requesting to be informed whether the publications of the Society should be completed at the Government Lithographic Press at Bombay, in consequence of the abolition of the oriental Lithographic Department at Poona.

2nd.—I am directed in reply to inform you, that adverting to the expense incurred by Government under the orders of the 22nd January 1825, for printing works for the Society, which amounted in five years to



Rupees (97,223-3-8.) ninety seven thousand two hundred and twenty three, three quarters and eight reas, His Lordship in Council feels confident that when the order in question was issued, Government never contemplated that such an enormous expense would have been incurred by it. The fact must almost be unknown to the Native Community who probably suppose that little more is given by Government to the Society than what is given in money.

3rd.—Under these circumstances it has been resolved to grant a consolidated Annual donation to the Native Education Society in lieu of the Establishment now paid at Bombay, and of all demands on Government whatever, and His Lordship in Council is accordingly pleased to sanction an aggregate annual payment of Rupees (20,000) twenty thousand to the Native Education Society. This arrangement His Lordship in Council trusts will be satisfactory to the Native Community and it will be attended with this advantage, that the Society will be able to regulate their expenses accordingly.

4th.—Under this decision the Right Honorable the Governor in Council leaves it to the Society to complete the publication of the works alluded to in your letter.

BOMBAY CASTLE,  
21st Sept. 1832.

I have the honor to be, &c.  
(Signed) JOHN BAX,  
Secty. to Govt.

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(5)

To,

J. BAX, Esq.  
Secretary to Government.

Sir,

I am directed to acknowledge the receipt of your letter of the 21st ultimo, communicating the determination of the Right Honorable the Governor in Council to make an annual allowance of Rupees 20,000 to the Society, in lieu of all demands or charges whatever.

I am directed in reply to submit for the consideration of His Lordship in Council the accompanying \* statements, which it is hoped will exhibit an accurate view of the former means at the disposal of the Society, as also of its future prospects under the arrangement communicated in your letter, and to state that the Society trusts that His Lordship in Council will, in consideration that that arrangement if carried into effect, must necessarily put an almost total stop to the printing or publishing of new works, and a total one to the power of the Society to grant rewards for their preparation, be pleased to make such modification of it as may be judged expedient.

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\* A, B, C & D.

With reference to the concluding paragraph of your letter, which states that, under the arrangement made, The Right Honorable the Governor in Council leaves it to the Society to complete the publication of the works now in progress, I am instructed to state the hope of the Society, that whatever decision may we come to, regarding the amount of the sum to be in future allowed it, His Lordship in Council will not devolve upon it, the expense of completing the publication of the works alluded to, or of paying such rewards as may have been adjudged under the direct sanction of Government, previous to the date of your communication.

Bombay  
26th October 1832.

I have the honor to be, &c.  
(Signed) G. POPE,  
Secty. to the Society.

#### STATEMENT A.

##### Detail of the Monthly fixed Expenditure of the Society

Secretary	...	...	...	...	...	200	-	-
Native Secretary	...	...	...	...	...	100	-	-
English Writer and Librarian	...	...	...	...	...	100	-	-
Head English Master	...	...	...	...	...	200	-	-
1st Assistant do	...	...	...	...	...	100	-	-
2nd Assistant do	...	...	...	...	...	75	-	-
Payments to the Parsee Punchyat for Buildings	...	...	...	...	...	170	-	-
2 Head Inspectors	...	...	...	...	...	160	-	-
2 Second do	...	...	...	...	...	86	-	-
Pay of 5 Murathee Masters and Rent of 3 School Rooms in various parts of the Town	...	...	...	...	...	91	-	-
Pay of 3 Goojratee Masters, and Rent of one School room	...	...	...	...	...	59	-	-
5 Extra School Masters, 3 Murathee and 2 Goojratees, on an allowance of 7 Rupees each kept always to fill vacancies	...	...	...	...	...	35	-	-
4 Peons and 2 Chowkydars	...	...	...	...	...	36	-	-
2 Water Boys and 1 Sweeper	...	...	...	...	...	17	-	-
Allowance for Stationery and for current petty charges and ordinary annual repair of the buildings	...	...	...	...	...	50	-	-
Proportion of Insurance at 600 Rs. annually	...	...	...	...	...	50	-	-
Do of Annual Prizes at 600 Rs. per Annum which has hitherto been 800	...	...	...	...	...	50	-	-
Monthly Expenditure						1579	-	-
Annual ditto						18948	-	-

*STATEMENT B.*

Showing the Resources of the Society under the system as fixed by Govt. Letter dated 21st Sept. 1832.

Sum allowed annually	...	...	...	Rupees	20,000
Average amount of Subscriptions and Donations	...	...	...	do.	4,000
Average Produce of the sale of Books	...	...	...	do.	3,500
Annual amount receivable	...	...	...	do.	37,500
Do. do. Payable as per Statement A.	...	...	...	do.	18,948
				Rs.	8,552
					8,500

But the sum realized by the sale of Books can be only a temporary source of income, i.e. until the present Stock on hand be disposed of which having been presented by Government to the Society, no expense in their preparation or publications was incurred, and now as the whole expense of both will fall upon the Society, there is little prospect of its being even able to defray its outlay by the sale of the works much less of their becoming a source of profit; therefore the real annual surplus of the Society's income will be Rupees

5,052

*STATEMENT C.*

Shewing the Resource of the Society previous to the 21st September 1832.

Sum expended by Government in 5 years from 1826 to 1831 as per Mr. Secretary Bax's Letter 26th August 1831, for Establishment, Preparation, and publication of Works for the Society Rupees 2,01,923, which gives Annual Average Allowance made by Government to the Societies Rupees 40,384.

Annual Average amount of Subscriptions and Donations per					
Statement B	...	...	...	...	4,000
Ditto	Ditto	produce of sale of Books			3,500
Annual Amount receivable	...	...	...	...	47,884
Ditto Ditto payable as per Statement A	...	...	...	...	18,943
Annual Surplus	...	...	...	...	28,966

Or Sum expended in the preparation and publication of Books and in rewards to their authors, which was in fact, more than

is here stated, as the amount of statement A. is greater than the sum formerly expended for Establishment, the Society having only last month entertained the two English Assistant Masters and the 5 Extra Native Masters at an Expense of 2,520 Rupees Annually.

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*STATEMENT D.*

Contrast of Sums formerly expended in the preparation and publication of Books and Rewards to their authors and the sums which under the system now fixed will be applicable to the same purpose.

Sum formerly applicable as per Statement C	...	...	Rs. 28,936
Ditto now ditto as per Statement B	...	...	Rs. 5,052
			<hr/>
			Rs. 23,884

Amount by which the Annual Resources of the Society are diminished by the Resolution of Government notified in the Govt. letter of the 21st September 1832.

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(6)

No. 2769 of 1832.

General Department.

To,

LIEUT. G. POPE.

Secretary to the Bombay Native Education Society.

Sir,

I am directed to acknowledge the receipt of your letter of the 26th ultimo, and to inform you that the Right Honorable the Governor in Council cannot sanction any alteration in the Resolution of Government of the 21st Sept. and trusts that the Native Gentlemen of Bombay will increase the amount of their contributions, as Government has increased its Annual Donation to the Society.

I am further directed to inform you that the Society could not suppose that it was ever intended by Government to incur a permanent charge towards the printing the works of the Society at the high amount which has been incurred ever since the infancy of the Society. It was the intention of Government to give every encouragement to the Society, but it was never contemplated that the Society should lean almost entirely upon Government for its support.

I am directed to refer you to my letter of the 26th August 1831 for a statement of the Expenses incurred by Government for the Society, and to acquaint you for its information that Government is quite satisfied that

the money has been well expended and that the care which the Society has bestowed on the education of the Natives and on the printing of Books will be attended with all the good expected by Government when it made such liberal grants to the Society.

His Lordship in Council further desires me to request you to state, what would be the cost of printing the works now in progress by order of the Society, and the rewards it has engaged to give.

BOMBAY CASTLE,  
14th November 1832.

I have the honor to be, &c.  
(Signed) JOHN BAX,  
Secty. to Govt.

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(7)

To,

J. BAX, Esq.  
Secretary to Government.

Sir,

I have the honour to acknowledge the receipt of your letter of the 14th instant, in reply I am directed to enclose for the information of the Right Honorable the Governor in Council the Statement \* therein alluded to, closed up to the receipt of Government Letter of the 21st September last.

Bombay,  
28th November 1832.

I have the honor to be, &c.  
(Signed) G. POPE,  
Secty. to the Society.

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(8)

No. 3042 of 1832.

General Department.

To,

LIEUT. G. POPE,  
Secretary to the Bombay Native Education Socety.

Sir,

I have the honor to acknowledge the receipts of your two Letters of the 28th ultimo, and I am directed to acquaint you that the Right Honorable the Governor in Council has been pleased to sanction the payment of Rupees (32,128-48) thirty two thousand, one hundred and twenty eight, and forty eight reas to meet the Charge of completing and publishing the works in progress by the Native Education Society payment being made as the works are completed and published. In consideration of this outlay, His Lordship in Council cannot allow the Society to draw the full Dona-

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\* Statement D, page 131.

tion of (20,000) twenty thousand per Annum until the difference between this amount and that formerly given, shall have reimbursed Government for the large sum now sanctioned. The Annual payment by Government on account of the Native Education Society, is therefore, to be limited to Rupees (13,032) thirteen thousand and thirty-two (the original Charges until the difference viz. Rupees 6,968) six thousand nine hundred and sixty-eight, has reimbursed Government for the cost now sanctioned of completing and publishing the works enumerated in the list accompanying your letter, after which the full Donation of Rupees (20,000) twenty thousand will become payable.

2nd, His Lordship in Council is pleased to permit the Annual Donation of Government to be drawn three months in advance.

BOMBAY CASTLE,  
15th December 1832.

I have the honor to be, &c.  
(Signed) JOHN BAX,  
Secretary to Government.

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(9)

To,

JOHN BAX Esq.  
Secretary to Government.

Sir,

I am directed to acknowledge the receipt of your letter of the 15th Instant, acquainting the Society that Government had been pleased to sanction the payment of Rupees 32,128-48 to meet the Charge of completing and publishing the Works in progress under the Society and that until the sum thus sanctioned had been reimbursed to Government, the Society should only receive the former Annual Donation of Rupees 13,032.

I am further directed, with reference to the Statement forwarded in my Letter of the 28th ultimo to request to be informed, if the sum of Rupees 6,819-2-78 there shewn to have been actually expended by the Society, before the receipt of the Government Letter of the 21st September last, and vouched as such by Statement in the usual form. from the Superintendent of Public Instruction, is to be repaid to the Society as heretofore, under the sanction of the Government letter of the 22nd January 1825.

Bombay,  
21st December 1832.

I have the honor to be, &c.  
Signed G. Pope,  
Secretary to the Society.

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(10)

No. 50 of 1833.

General Department.

To

Lieut. G. Pope,  
Secretary to the B.N.E.S.

Sir,

I am directed to acknowledge the receipt of your letter of the 21st ultimo, and to acquaint you, for the information of the Society, that the Right Honorable the Governor in Council has been pleased to sanction the payment of the sum of Rupees (6,819-2-78) six thousand, eight hundred and nineteen two quarters and seventy-eight reas without any repayment, being the Charge for works already completed under the authority of Government.

Bombay Castle,  
4th January 1833.

I have the honor to be, &c.  
(Signed) John Bax,  
Secretary to Government.

(11)

To,

John Bax, Esq.  
Secretary to Government.

Sir,

I have the honor to acknowledge the receipt of your letter of the 15th December, stating that the sum of Rupees 32,128-48, would be allowed by Government for the purpose of completing the publication of the works in progress under the Society, but that, in consideration of such outlay, the full amount of the annual donation of Rupees 20,000, should not be drawn by the Society till the difference between it and the former donation should have reimbursed Government for the amount.

I am directed in reply to state, that in order to prevent unnecessary correspondence in claiming the sums, as they may fall due by the completion of the various works, the Society requests that the Right Honorable the Governor in Council may be pleased to order the full donation of Rupees (20,000) to be paid by quarterly instalments, in advance, and it will itself undertake the completion and publication of the works enumerated in the statement forwarded on the 2nd November last, without further reference to Government.

Bombay, 7th January 1833.

I have the honor to be, &c.  
(Signed) G. Pope,  
Secretary to the Society.

(12)

No. 176 of 1833.

General Department.

To,

Lieut. G. Pope,

Secretary to the Bombay Native Education Society.

Sir,

I am directed by the Right Honorable the Governor in Council, to acknowledge the receipt of your letter of the 7th instant, and to acquaint you that His Lordship in Council being of opinion that the arrangement sanctioned in my letter of the 15th ultimo is more satisfactory than the one now proposed, has been pleased to adhere to that arrangement.

2nd. The correspondence, it is presumed will not be troublesome, as two letters will be the utmost probably that will require to be written as each work is completed.

Bombay Castle,  
18th January 1833.

I have the honor to be, &c.  
(Signed) John Bax,  
Secretary to Government.

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70

**Extract from the Bombay Secretariat Records—Public Department—Letters from Court to Government—Volume 36 of 1833, pp. 79-85.**

Subject: *Extract (paras 1 to 5) from Letter No. 23 of 1833 dated 10th July 1833: Refer to the objections entertained by the Court in their letter of 12th December 1832 in regard to the pecuniary aid given from time to time by the Government of Bombay to the Bombay Native Education Society and express satisfaction at the new system of aid introduced, viz. to give a consolidated annual grant of Rs. 20,000 only to the Society.*

Public Department.

No. 23 of 1833.

Our Governor in Council  
at  
Bombay.

Para 1. We now reply to your Letters in this Department of the 26th September (No. 40) 1832, 17th October (No. 43) 1832, and 23rd January (No. 4) 1833, on the subject of Native Education.



2. In our letter of 12th December (No. 56) 1832 paras 8 to 13 we stated the objections which we entertained to the kind of assistance which you were in the habit of affording to the Native Education Society, and by which a very large expense was occasioned to Government, without producing a corresponding amount of good, either in the promotion of the object desired, or in increase to the popularity of our Government among the Natives.

3. We observe with satisfaction that before receiving our Letter above referred to, you had adopted its views; and had substituted an annual donation of 20,000 Rupees to the Society, in lieu of the following items of expense:

Charges for printing the Society's books, being Rs. 97,223	
for the last five years, averaging therefore per annum	Rs. 19,444
Expenses of the Establishment of the Society per annum	„ 14,400
Prizes for Translations, amounting to Rs. 32,700 for the	
last five years, averaging per annum ... ..	„ 6,540
	<hr/>
	Rs. 40,384

4. The pecuniary result, therefore, of this change of system, is a saving of Rs. 20,384 per annum. The liberal donation of Rs. 20,000 annually, being no longer restricted to specific purposes, but forming part of the general resources of the Society, will no longer operate as an inducement to swell beyond the bounds of necessity, the particular kinds of expense which your Government has been accustomed to defray. The smaller sum being placed more freely at the Society's disposal, will, we doubt not, go quite as far as the larger, towards the promotion of Education, while by making a greater figure in the eyes of the Natives, it will probably encourage them to contribute more largely to the support of the Society.

5. We must at the same time observe that the expense incurred by Government for the Society's operations, though now limited to Rs. 20,000 per annum, is still large, and we shall expect to receive from you information of the Society's proceedings, and of the practical good of which they shall be found to be productive sufficiently full and explicit to enable us to judge whether so considerable a sum might not be made still more efficient for the promotion of Native Education by being applied to that purpose in some other modes.

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We are

London

Your loving Friends

10th July 1833.

Sd. Abargonbanks & others.

General Dept.

*Letters from the Court*

Vol. 35 of 1832.

Letter Dated 12th December 1832 (Ref : pp. 342 to 360—Letter No. 56 of 1832, dated 12th December 1832) :

Paras 8 to 13 (pp. 346-353).

8. There is but one part of your arrangements which appears to us not to work well. We refer to the mode hitherto adopted for supplying School Books.

9. These have hitherto been provided under the directions of the Native Education Society, an association to which you do not directly subscribe, but which you assist in various ways, among others by paying the expense of printing all the Society's books, retaining no control over them afterwards, but leaving the Society to fix the price, and to distribute the copies at its own discretion.

10. From a memorandum by your Secretary Mr. Bax on the subject of Captain Molesworth's Dictionary we find that in 1825 the Education Society was authorised "to publish works not exceeding Rs. 5,000/- charge "without reference to Government. In five years from 1826 to 1830 the "works so published by the Society have cost Government Rs. 97,223.3.8 "and the profits of the sale (some are given away by the society) go entirely "to the society Establishment and gives prizes for translation (Rs. 32,700) "so that exclusive of the Dictionary, the total charge to Government in "five years has been Rs. 201,923.3.8". This sum is as much as was solicited by the subscribers to the projected Elphinstone Institution, which if properly constituted, could not fail to do much more for Native Education than has been accomplished by the expenditure of the money in the other mode. The natives themselves seem to be of the same opinion, for while they have subscribed more than two lacs of Rupees to the Elphinstone Institution, their contributions to the Education Society in three years have amounted only to Rs. 4714/-. The European subscribers contributed during the same period Rs. 8183/-. The Education Society therefore, is in the main supported by Government and it is a matter for consideration whether Government might not employ the same sum of money more beneficially for the purposes in view.

11. It appears to us that in the provision of books for the education of the natives of India, it would be beneficial that the three Presidencies should act in concert. The difference indeed in the Vernacular languages renders it convenient that the translations into those various languages, and the works necessary for their Grammatical study, should be prepared wherever it is easiest to find persons familiarly acquainted with those languages respectively. But the case is different with regard to the preparation of scientific and medical works adapted to the use of the Natives, and popular literary compositions suited for schools. The want of such books is strongly felt and must greatly diminish the utility both of the

Elementary and the higher seminaries but works of this description may be prepared once for all, and if approved may be translated into all the native dialects. Whatever is done by Government to encourage the production of such works, by prizes or otherwise, should be done systematically with the cognizance of all three Presidencies, but under the direct authority of one. Otherwise it may happen that expenses are incurred at one Presidency, for purposes already sufficiently answered by what is done or doing at another.

12. The Supreme Government, with the advice of the General Committee of Public Instruction at Calcutta seems the most proper organ for controlling this branch of the Education Department. You will therefore place yourselves in communication with that Government, with a view to ascertain their sentiments on the subject. They may probably consider it advisable that you should hereafter confine the disbursements under the head of school Books at your Presidency to forwarding the books necessary for the grammatical study of the Guzarattee and Mahratta Languages and translations into those dialects of works approved by the General Committee at Calcutta.

13. Should any such arrangement be adopted, your present large contributions to the Education Society, will of course no longer continue, at least in the same shape and on the same scale.

## 71

### Extract from the Seventh Report (1832) of the Bombay Native Education Society, page 68.

Subject: *List of Schools under the immediate Superintendence of the Society—on the Island of Bombay (1st January 1833).*

#### APPENDIX M.

List of Schools under the immediate Superintendence of the Society.  
On the Island of Bombay.

1st January 1833.

Schools.	Names of Masters.	Number of Boys	Re- marks.
English Central School	Mr. F. P. Thomas, Assist. Master Mr. Thos. Dalton —do.—	73	
Marathee Central —do.—	Gungadher Shastree, Inspector Wamonbhut Josey, Head Master Naroo Hurree Ranaday Ast. —do.—	180	
Goojratee Central —do.—	Muheedher Shastree Inspector Mookoondbhut, Head Master Ramshunker Josey, Assist. —do.—	105	
Schools of the 3rd. Order		358	

Schools.	Names of Masters.	Number of Boys.	Re- marks.
Taylor's Lane Marathee School	Hurry Punt, Master	40	
Weavers Lane Marathee School	Keshow Punt, —do.—	43	
Chinch Bunder Marathee School	Rugoba Punt, —do.—	23	
Bhoewada Gooj- ratee School	Tooljaram ditto Masters under Tuition	45 8	
		<hr/> 159	
		<hr/> 517	

## 72

**Extract from the Eighth Report (1835) of the Bombay Native Education Society, pp. 5-7.**

Subject : *Important extracts from the Proceedings of the Annual Meeting, held on 28th February 1835, including an extract from the President's Speech.*

"At a General Meeting of the Bombay Native Education Society, held in the Society's Rooms on the Esplanade, on Saturday, the 28th February 1835.

Present.

The Right Honorable The Earl of Clare, President of the Society.

The Right Honorable Sir Robert Grant.

The Honorable James Sutherland Esquire,

Vice-President.

The Honorable Edward Ironside, Esquire.

The Venerable Archdeacon Carr, D.D.

Sir Charles Malcolm,

Jaggonath Sunkerset, Esq.,

Framjee Cowasjee, Esq.,

Akbar Ally Khan,

Venayeck Gungadher Shastree,

Bomanjee Hormasjee, Esq."

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"The Prizes were then distributed by His Lordship, among which were 2 Silver Medals awarded to 'Janardhun Wassoodeo' and 'Nowrojee Furdoonjee' West's Scholars, who had completed their term, for their acquirements in English language and Constitutional History, and one Silver Medal to 'Narayen Dinanath,' one of the newly elected 'West's Scholars' for proficiency in English, and general merit.

"Moved—By James Farish Esquire.

That as an honorable distinction, and for the purpose of giving general information of the names of those who have most improved the opportunities of instruction given them in this Institution, there be annually handed up to Government, with a request, that the same may be published in the Government Gazette, Lists ranged according to proficiency, of the West's and Lord Clare's Scholars, who have completed their term of three years, and the Prize Boys of the First Class, specifying such of them as may have been elected Scholars.

"Bomanjee Hormasje Esq. observed, that he had great pleasure in seconding this motion, as its adoption would be admirably calculated to stimulate the Boys to exertion, by the hope of attaining the proposed distinction."

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"His Lordship then stated, that before leaving the Chair, he had a pleasing duty to perform, in expressing the gratification he had derived from hearing the very satisfactory report which had been laid before the Meeting and from witnessing the examination which had followed. He thought that too much credit could hardly be given to Messrs. Henderson and Bell for what they had already performed, and congratulated the Society, on the assured prospect now before it, of a complete fulfilment of the expectations that had been formed with regard to the measure which had been so wisely adopted, of securing the services of Individuals of high attainments and character, to preside over its English Schools : he earnestly exhorted the Native Gentlemen to persevere in their endeavours to promote the moral and intellectual improvement of their Countrymen, the surest foundation of happiness and prosperity.

"He had the pleasure, at the last General Meeting of the Society, of expressing his anxious wish to complete the establishment of the Elphinstone College, and had now to congratulate them on the accomplishment of that wish ; he assured them, that it would give him the greatest pleasure on his return to his native Land, to be enabled as he was, to inform his Illustrious Predecessor Mr. Elphinstone, whose portrait was then before him, of the flourishing state of this Society, and of the undoubted success of the College which bears his name, of both which Institutions, he, who might justly be called the Father of Native Education, was the founder."

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## 73

**Extract from the Eighth Report (1835) of the Bombay Native Education Society, pp. 9-10.**

- Subjects :—(1) *Increased demand for instruction had pervaded every part of the Presidency ;*
- (2) *A reserve body of properly trained Marathee and Goojeratee Masters were kept in constant readiness and had been productive of the best effects ; and*
- (3) *Canarese Translations of some of the Society's Elementary Works were made for the use of the Canarese district.*

“The increased demand for Instruction, has not however been confined to the Island of Bombay ; it appears to have pervaded every part of the Presidency. New Schools, on the petition of the Inhabitants, having been established by Government, in the villages of Sungumnair, Dabole, and Nargole, in the Murathee Districts, and in the villages of Bhugwara, Ahmode and Nargole, in the Districts of Goojrat.

“The adoption of the measure announced in the last Report, of keeping a reserve body of properly trained Murathee and Goojratee Masters in constant readiness, has been productive of the best effects, as no time has, in any instance, been lost, in complying with the requisitions of Government for qualified individuals to take charge of these new Schools.

“In the year 1831, a proposal was made by Mr. Elliott, then Sub-Collector of Dharwar, to make Canarese Translations of some of the Society's Elementary Works, for the benefit of the population of the Southern Maratha Country. This proposal was accepted, and the Works specified in the list of publications, were completed under the superintendence of the abovementioned Gentleman, and printed on account of the Society, at the Mission Press at Bellary ; they are now placed for sale in charge of the School Master at Dharwar, and your Committee trusts that by their means, much useful knowledge may be diffused in a District, to which the operations of the Society has not previously extended.”

## 74

**Extract from the Eighth Report (1835) of the Bombay Native Education Society, pp. 10-13.**

- Subject : (1) *Progress of the English Schools under the Society reported ;*
- (2) *Additional building on the society's premises for the accommodation of the Goojarathee and Marathe Central Schools proposed to be erected ;*

- (3) *Misplaced kindness on the part of parents and relations to allow their wards to remain absent from School on frivolous excuses regretted; and*
- (4) *Possible arrangement made in procuring English School Books for poorer boys.*

"Your Committee has now the pleasure to report, that the condition of the English Schools is very flourishing. On the 1st June 1834, the Society had the good fortune to secure the services of Mr. Fraser, as Head Master in the Central English School, and under his management it continued steadily to improve, both as to the acquirements of the Boys, their numbers, and the regularity of their attendance.

"Previous to Mr. Fraser's engagement, in consequence of the great difficulty which had been experienced, in procuring in this country, individuals with the requisite qualifications, your Committee came to the resolution of sending to Britain for two teachers, experienced in their profession and whose attainments might be such, as at once to place the English Schools of the Society on a high footing; in order that the services of persons of respectability and talent might be secured, your Committee resolved further to fix their salaries at Rupees 300 each per mensem being the utmost that the funds of the Society would permit and the selection of the individuals was left to Mr. J. MacKay, of Edinburgh, a Gentleman warmly interested in the cause of education, who was requested to make the choice, as far as practicable, in communication with the Founder of the Society, the Hon'ble M. Elphinstone.

"How well Mr. Mackay has discharged the important trust reposed in him, by selecting Messrs. Henderson and Bell, will be best seen from the result.

"These Gentlemen arrived on the 29th November 1834 and were jointly placed in Charge of the Society's Central English School. Mr. Henderson's Department being English Reading and Grammar, History, Geography, etc. and that of Mr. Bell, Mathematics and Physical Science.

"This arrangement has enabled your Committee to carry into effect an object which has long been had in view, namely, the establishment of an additional English School in the Fort, which has been placed under the Charge of Mr. Fraser.

'It is very gratifying to your Committee to be able to state, that the eagerness for admission into the English schools is such, that the number

Hindoos	...	101	of boys in the list of the Central School is now 214 :
Parsees	...	60	and on that of the Fort School 100. The latter
Moosulman	...	37	was filled in less than a week from the date of its
Portuguese	...	16	being opened. The application for further admis-
Total	...	214	sions, have however continued to be so incessant,

that for the purpose of meeting them, your Committee has come to the resolution of erecting an additional building on the Society's premises, for the accommodation of the Goojaratee and Murathee Central Schools, and the whole of the space formerly occupied by the United English,

Murathee, and Goojaratee Central Schools, will now be required for the English branch alone."

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"While your Committee has thus done its utmost, to meet and to encourage the great desire for Instruction evinced by the Natives, it cannot refrain from noticing with deep regret the serious obstacles thrown in the way of the progress of the Boys, by the injudicious fondness of many of their Parents and Relations, who make every occasion, however frivolous, a pretext for withdrawing their Sons or Relations from the School; a Dinner, a drive to the Country, such are the grounds on which leave for a day, is constantly being solicited, and to such an extent is this carried, that (to the honor of the Boys be it said) some of them have occasionally had the sense and firmness to state to the Teachers their determination not to leave the School, or avail themselves of the leave of absence, which their Relations personally solicited for them: this practice strikes at the very root of School Discipline, and it is to be wondered at, having such continual encouragement to be idle, that the Boys should exhibit the degree of energy they do.

"Those whose rank and influence place them in a situation to expostulate with effect, could hardly, your Committee is of opinion, impress upon the minds of the adult Natives a more useful lesson, than that the exertions of the ablest Teachers, must fall short of what would otherwise be effected, while the Domestic Education of a Boy is so far opposed to that which he receives in School, as practically to inculcate the maxim; that the advantages of Education, amongst the most important that can be conferred upon a human being, are to be neglected and thrown aside on the most trivial call of pleasure.

"This practice has been the subject of serious representations to your Committee, from every Teacher who has presided over the English Schools, and your Committee trusts, as it has not been adverted to in their Report, till experience has shown the necessity of doing so, and as the pernicious effects of this misplaced kindness on the part of Parents and Relations must be evident, that every Member of this Society will use his strenuous exertions, both by example and precept, to cause it to be discontinued."

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"The great expense of English School Books, and the difficulty that existed on the part of the poorer Boys in procuring them, has engaged the serious attention of your Committee, and, at the suggestion of Mr. Henderson, an experiment is now in progress, with a view of obviating this difficulty, which it is confidently hoped will prove successful.

"This consists in selections of the most useful portion of the Books commonly used, being made by the Gentleman above named, and, after having been approved by the Committee, committed to the Press. By this



mode, while all that is really useful, at least to beginners, is preserved, a Boy is enabled, at the expense of a few annas to acquire information, which, in a more expanded, and to him probably not a more satisfactory form, would have cost as many Rupees. The importance of this can only be fully estimated by those who are from daily observation aware of the unwillingness, of the Parents of the Boys generally, to lay out any money in the purchase of Books, and of the expectation they entertain, that not only Schooling, but Books are to be supplied gratis by the Society."

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75

**Extract from the Eighth Report (1835) of the Bombay Native Education Society, page 13.**

Subject: *Mohammad Ibrahim Muckba's love for education appreciated: He established in October 1834 a school for Moosalman Boys in the Hindoostani language and composed for them a grammar, copies of which were written out for their use—70 to 80 in number. The Society took over the school under their management some time after its establishment.*

"It will, your Committee is persuaded, prove gratifying to the Society to learn, that through the exertions of Mahomed Ibrahim Muckba, Esq. the disinclination which the Moosulman population of this Island had always shewn to attend the Society's Schools, and their general apathy on the subject of Education, have at length been overcome; this Gentleman in October 1834, established a School for instructing Moosulman Boys in the Hindoostanee language, which was attended by from 70 to 80 Boys. He himself composed a Grammar and had a sufficient number of Copies of it written out for their use, and the proficiency made by the Pupils was so great, that on an examination of the School held in the last week of January, 31 Boys were found to have acquired a knowledge of the Grammar of the Hindoostanee language, and a facility in reading it, which qualified them to be transferred to the English Central School, which they have accordingly entered. The new Hindoostanee School has now been placed in the list of those regularly supported by the Society, and the benevolent Individual through whose personal influence and exertions, this signal triumph over the prejudices of the Moosulman population has been achieved, will enjoy his best reward in the reflection, that the benefits which Education will assuredly confer upon so considerable a class of his fellow Countrymen, would, but for him, have remained as hitherto, totally unappreciated by them."

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## 76

**Extract from the Eighth Report (1835) of the Bombay Native Education Society, pp. 13-14.**

Subject : *West's Scholarships—Encouragement to the exertions of deserving students.*

"... Your Committee have been enabled by the liberal aid of Government to increase the number of 'West's Scholarships' from 4 to 12. These scholarships are of the greatest importance in furthering the views of the Society, as they induce boys to prosecute their studies much beyond the period at which they would otherwise quit the school and the hope of ultimately being selected to fill one of them gives a stimulus to the exertions of all the students, as, in making the selection, merit alone is regarded.

"These scholarships are held for a period of 3 years and the whole number of 12 is divided into three sets of 4 each, of which one set, after having completed the term of 3 years, will vacate their situations annually, and a fresh one be chosen from among the best qualified boys in the Society's English Schools. Every third year the selection is proposed to be made from the Mofussil, 2 boys from the Murathee and 3 from the Goojarat Districts. This arrangement will afford the means of obtaining a good education to many boys whose parents could not, without such assistance, have sent them to Bombay for that purpose."

## 77

**Extract from the Eighth Report (1835) of the Bombay Native Education Society, pp. 14 to 15.**

Subject : *Bal Gangadher Shastree, the Native Secretary to the Society, deputed to Ukulcote to act as English Preceptor to the young Raja of that place as Government wanted a competent person to train up the Prince ; Balla Trimbak educated at the Society's School took his place when Bal Gangadher Shastree was required to return to Bombay for more responsible duties, etc.*

"In October 1832, Bal Gungadher Shastree, the Native Secretary to the Society, was sent to Ukulcote (Akkalcote) in consequence of an application from Government for a proper person to act as English Preceptor to the young Raja of that place ; as it was necessary that the person selected should be a Brahmin, and as great difficulty was experienced in finding an individual of that caste, possessing the necessary acquirements, it was at length resolved, that on an occasion so novel and important, the services of the Native Secretary, whose very superior attainments peculiarly fitted him for the performance of the duty required, should be placed at the disposal of Government. Bal Shastree has now returned to Bombay,

having accepted a situation which will be presently adverted to, and his place at Ukulkote has been filled by another Brahmin, named Balla Trimbuck, educated at the Society's Schools. The progress of the young Raja, is reported to have been very encouraging, and Bal Shastree further states that he seemed to be fully impressed with a sense of the advantages which he would derive from an assiduous prosecution of his Studies.

"Your Committee cannot forbear from remarking upon the benefits that would accrue, not only to the individuals themselves, but to those who might be afterwards subject to their authority or influence, were the example given in the case of the young Raja of Ukulkote followed with regard to the Sons of the other Princes, Jageerdars, and Natives of Rank and Fortune under the Bombay Presidency. On their acquiring a taste for the Literature, Arts, and Sciences of England, they would naturally be imitated by many of their inferiors, and the general diffusion of useful knowledge would thus be accomplished by a process infinitely more rapid, than can be looked for under the present System, operating as it does principally among the poorer classes, the members of which generally withdraw their Children from their Studies, as soon as they have acquired a sufficient knowledge of English to qualify them for employments by which they can earn their daily bread; with these classes this practice must necessarily continue to prevail, and the Institution of Scholarships can counteract it only to as considerable extent.

"But it is of essential importance that a knowledge of the English language should be acquired by the rising generation among the Natives of rank and opulence, as otherwise the establishment of the Elphinstone College must fail in producing many of the results which have been so sanguinely anticipated from it, and which will undoubtedly follow, whenever the Institution can be attended by a body of Students, qualified by their knowledge of English to derive the full advantage of the Instruction that will there be given, and sufficiently independent in their circumstances, to prevent the necessity of their quitting it, before their course of Study has been completed."

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## 78

### **Extract from the Eighth Report (1835) of the Bombay Native Education Society, pp. 15-16.**

Subject: *The Committee report with pleasure the final establishment of the Elphinstone College of Bombay, an event to which the Society had long looked forward. Bal Shastree appointed as 1st Native Assistant to the Professors.*

"Your Committee has now the satisfaction to report the final establishment of the Elphinstone College of Bombay, an event to which the Society has long looked forward, as the completion of its plan for the diffusion of knowledge among the Natives of this Country, who have the proud

satisfaction of feeling, that by their own exertions, munificently seconded indeed by the liberality of an enlightened Government, the means of acquiring a complete Education have been placed within the reach of all classes.

Some alterations have been made in the plan (for the Institution of Elphinstone Professorships) originally submitted for the approval of Government, and the plan, thus amended, having been finally sanctioned, the Council of the College was duly elected, and the Hon'ble the Chief Justice Sir Herbert Compton has accepted the Office of its President.

"Intimation has been received from Government, of the appointment, by the Hon'ble the Court of Directors, in conjunction with the Hon'ble M. Elphinstone, of Mr. Arthur Bedford Orlebar A. B. of Lincoln College, Oxford, as Mathematical Professor; this Gentleman's arrival is daily looked for, and as the two apartments in the Town Hall, originally intended for the use of the College, have been placed at the disposal of the Council, he may thus without loss of time, commence his Lectures.

"From a letter of the Honorable Mr. Elphinstone, to the Society, dated the 6th August last, it appears probable that ere now a Second Professor has also been engaged for the College.

"Bal Shastree (Jambhakar) has been appointed by the College Council to the situation of 1st Native Assistant to the Professors, and he has also been chosen Honorary Native Secretary to this Society."

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## 79

### **Extract from the Eighth Report (1835) of the Bombay Native Education Society, pp. 36-39.**

Subject: *Plan for the Institution of the Elphinstone Professorships as finally sanctioned by Government.*

"1st. Resolved. That an Institution for the promotion of Education, be established under the Native Education Society, to be denominated 'The Elphinstone College of Bombay.'

#### **FOUNDER,**

The Honorable Mountstuart Elphinstone,  
Under the Patronage of,  
The Honorable Court of Directors,  
The Government of Bombay.

2nd. That the College be established on the same footing as the Native Education Society, with regard to religious matters under the prohibitions contained in Regulation No. 2 of the Native Education Society,

and in accordance with the sentiments expressed in the concluding Paragraph of the Government letter No. 362 \* bearing date the 10th March 1824.

3rd. That the College be under the General Superintendence of Government, and its management be conducted by a Council of Nine, to be elected Annually, to consist of four European and four Natives, with a President. The President and one European Member to be nominated by Government, the remaining seven Members (three Europeans and four Natives) to be elected by the Directors of the Native Education Society, Government having a veto on the election of the European Members only. The Council being thus constituted, three to be a quorum.

4th. That the Funds contributed by Government, and those subscribed by the Natives towards founding the Elphinstone Professorships, be vested in the College Council for the time being, as Trustees, who shall be empowered to issue the requisite instructions for Receipts and Disbursements, it being clearly understood that the Principal, or Capital, is to be inviolable, and the Interest accruing thereon, alone to be considered at their disposal.

5th. That the President of the Council be *Ex-Officio* visitor of the College.

6th. That the Council elect their own Secretary.

7th. That the first Professors be appointed by the Hon'ble M. Elphinstone, and that future Professors be appointed by the College Council for the time being, in such manner as they shall consider most desirable, first from among learned men invited from great Britain, and, when the happy period shall arrive, when Natives of this Country shall be found perfectly competent to undertake the Office, from them.

8th. That the Professors shall be liable to removal by GOVERNMENT on the representation of the Council.

9th. That the Council, in conjunction with the Professors, shall determine the age, and terms of admission, the hours of lectures, the times of public Examinations, and such other matters of detail as may be necessary.

10th. That a Student having attended the lectures of the College for a term of three Years, and producing a certificate from the Professors to that effect, shall receive from the College Council a Certificate or Diploma, stating the subject of his Studies, and the Proficiency made by him, with such particulars of his Name, Age, Parentage, and place of abode, as may be requisite to identify him.

11th. That two Professorships be appointed, to give Lectures in General Literature, and in Natural and Experimental Philosophy.

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\* Document No. 36.

12th. That the Professor of General Literature shall undertake the department of languages, Belles Lettres, Moral Instruction, History, Geography, and Chronology.

13th. That the Professor of Natural Philosophy, shall undertake the departments of Astronomy, Mathematics, Chemistry, with other kindred Arts and Sciences.

14th. That the Professors shall deliver Lectures, and examine Students in them for a given number of hours, on certain days in the week, besides which, they shall deliver public Lectures open to any one, on terms approved by the Council.

15th. That in conducting their Lectures, the Professors shall at all times have in view to inculcate sound morality.

16th. The salaries of the two Professors to be first appointed by Hon'ble Mountstuart Elphinstone, to be Rupees 1,000 per mensem each, but in regard to the individuals to be subsequently appointed by the College Council, that body to have the discretion, with reference to increased facility in procuring qualified individuals, or other sufficient causes, to fix a lower rate of Salary, not however less than Rupees 600 per mensem for the Professor who may inhabit the Astronomer's House at Colaba, or Rupees 700 for the other.

17th. That an intelligent Native be allowed, as an Assistant to each Professor, who shall attend all Lectures, for the purpose of explaining difficulties, when necessary, in the Vernacular Languages, the Salary of the first to be Rupees 150 and of the second 100 per mensem.

18th. That six Fellowships be established, four at Rupees 25 per mensem, and two at Rupees 50, to be awarded on an examination by the Council, to the best qualified Candidates from among the Students who have received the Diploma or Certificate mentioned in Resolution 10th.

19th. That the sum of £150 be given to Professors on being first appointed, as passage money from England, and Rupees 1,500 on finally returning from India.

20th. That in cases of certified sickness, as in the Civil and Military Services, the Professors be allowed leave of absence for a period not exceeding two years, and that during such absence they be entitled to a Salary of £150 per Annum.

That the sum of Rupees 200 per mensem be appropriated for the Salary of the Secretary, and Expenses of the Establishment."

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## 80

**Extract from the Eighth Report (1835) of the Bombay Native Education Society, page 40.**

Subject: *List of Office Bearers of the Elphinstone College of Bombay.*

Founder,

The Honorable Mountstuart Elphinstone,  
Under the Patronage of  
The Honorable Court of Directors,  
The Government of Bombay.

President of the Council.

The Honorable Sir Herbert Abington Draper  
Compton, Knight, Chief Justice.

Members.

John Wedderburn, Esq.	James Farish, Esq.
Framjee Cowasjee, Esq.	Jemsetjee Jeejeebhoy Esq.
W. H. Wathen, Esq.	Lieut. G. Pope.
Juggonath Sunkersett, Esq.	Mahomed Ibrahim Mukba, Esq.

Secretary to the Council.

Lieut. G. Pope.

Treasurers.

Messrs. Remington & Co.

Mathematical Professor.

Mr. Arthur Bedford Orlebar, A.B. (Not arrived)

1st Native Assistant to the Professors.

Ball Gungadher Shastree.

## 81

**Extract from the Ninth Report (1836) of the Bombay Native Education Society, page 8.**

Subject: *Extract from the Speech of The President The Right Honorable Sir Robert Grant at the Society's Annual Meeting held on 2nd January 1836.*

"He would wish it to be impressed on the Native Community generally, that success in this Institution would be a passport to success elsewhere. He did not think that the most healthy state of Public Education,

where Government was obliged to hold out its patronage as an inducement and a reward. There was a state beyond, where Education was prosecuted for its own sake, and knowledge sought for its intrinsic worth ; and he hoped that state would ere long come to pass ! but there was an intermediate stage where the fostering hand of Government was necessary, and he would say shame on the Government which then held back from affording its encouragement. Under this view he was willing to offer all the aid to Native Education that was in his power, and with this idea, that offer had been made by the Government to this Institution, which had been alluded to, in the Report, and which he had no doubt would be eventually made available in one shape or other. He hoped however the day was not far distant when the Members of this important Community would seek to educate their Children, not with the view of obtaining thereby a passport to subordinate employment under Government, but of qualifying them for taking part in the public life, and filling worthily those high offices to which every great people should aspire."

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82

**Extract from the Ninth Report (1836) of the Bombay Native Education Society, pages 9-10.**

Subject : *Continued success which attended the efforts of the Society for the diffusion of useful knowledge among the Natives reported.*

"Your Committee in laying before you its Ninth Report, has the gratification of being able to assure you of the continued success which attends the efforts of the Society, for the diffusion of useful knowledge among the Natives of this Country.

The Schools for instruction in the Native Languages, are numerous attended, and the respective Teachers are zealous and active in the discharge of their duties ; a strong stimulus to exertion has been given in these Schools, since the adoption of the rule by which no Boy is admitted into the English Central School who has not acquired a thorough knowledge of the Grammar of his Vernacular Language, and the power of Writing, and Cyphering in it, with facility, preference as to admission being always given to such Boys as have acquired that knowledge in the Native Schools of the Society ; though Boys from other Schools are by no means excluded, when vacancies exist."

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## 83

**Extract from the Ninth Report (1836) of the Bombay Native Education Society, pp. 10-11.**

Subject : *Evening Classes conducted by Mr. Bell and Mr. Henderson—  
Their zeal and energy for the advancement of their pupils.*

“The lower room (of the English school which took possession of the airy and spacious apartments of the additional story built over the rooms occupied by the Native Schools) has been fitted up for the evening Lectures, which are given twice a week by Messrs. Henderson and Bell, generally every Monday and Saturday; these are open to the public, and your Committee would entreat every Member of the Society and every friend to Native Education to attend them for the purpose of witnessing the extraordinary success which has followed the labours of the Gentlemen who now conduct the English School and of satisfying themselves that the Native youths are not only anxious but fully able to avail themselves of any instruction that may be within their reach.

“Your Committee would particularly wish to draw attention to the point that Evening Meetings give an opportunity to those so disposed, of putting questions at leisure, on the subject of the Lecture, and satisfying themselves, as to the degree of knowledge actually possessed by the Boys, and your Committee feels confident that it will afford great gratification to every person interested in the Education of the Native of this country, to be present at any of these Meeting, and it would desire here to record the high sense it entertains, of the zeal and energy displayed both by Mr. BELL and Mr. HENDERSON, in devoting so much of their time to the advancement of their Pupils, after the regular labours of the day are over.”

## 84

**Extract from the Ninth Report (1836) of the Bombay Native Education Society, pp. 11-13.**

Subject : *Professors Orlebar and Harkness—Formation of Classes; difficulty experienced; Stimulus given by Government to successful Students of the Society's Schools by being admitted into the Public Service in the Revenue Department.*

“Since the last General Meeting, both the Professors selected for the ELPHINSTONE College by the Honorable MOUNTSTUART ELPHINSTONE have arrived—Mr. ARTHUR BEDFORD ORLEBAR, Professor of Natural Philosophy, on the 1st March, and Mr. JOHN HARKNESS, Professor of General Literature, on the 6th July 1835.

“Considerable difficulty has been experienced in forming classes of Pupils, sufficiently advanced to attend the private lectures of these Gentle-

men with advantage, but such public lectures as have been given, have been numerously attended, and the English School of the Society will soon be in a state to furnish annually a number of youths, who have completed their course of instruction there, and who, it is hoped, will then enter themselves as Students in the College.

“Your Committee has the satisfaction of reporting that Government has kindly shewn an intention of introducing into the public service, in the Revenue Department, such of the Young Men in the Society's Schools, as may be qualified for employment, and your Committee much regrets that it was unable, when applied to, to avail itself at once of the proposition made by Government for placing some of the pupils of the Society under the Revenue Commissioner as it did not feel warranted in recommending such Boys as were not, in its opinion, perfectly qualified for the purpose, while the only Youths who were so qualified, were employed as Assistant Teachers, and the loss of their services would have been of serious detriment to the School, and by impairing its efficiency, would, your Committee was of opinion, ultimately have had the effect of diminishing the number of young men, for the public service, which the School will undoubtedly produce.

“Nothing but a full conviction that such would have been the result, would have induced your Committee to wish to postpone the adoption of a measure, which it hails as one of all others calculated to make the Institution flourish, by shewing the Natives, in a practical form, the advantages of a good Education.

“The Assistant Teachers, with some others who had left the School, were however offered to government, as from their talents and acquirements the Committee felt satisfied that they would do credit to the Institution; these all had present employment, and Government did not think it expedient to place them under the Revenue Commissioner; but your Committee trusts that the view of Government will have been satisfactorily met, by a proposal which has subsequently been submitted to its consideration, of placing at its disposal, for employment in the manner above adverted to, four of the young men, who, from the superiority of their attainments, have this season been elected to Scholarships.”

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85

**Extract from the Ninth Report (1836) of the Bombay Native Education Society, pp. 13-14.**

Subject: *Award of the West and Clare scholarships.*

“The undermentioned boys have been elected to scholarships at the examination which was held by your Committee for that purpose on the 28th ultimo.

Sorabjee Merwanjee	} West Scholars.
Ramkrishna Narayan	
Sorabjee Cowasjee	
Hormusjee Pestonjee	
Narayan Shewsunkur	} Clare Scholars."
Eknath Govindjee	

## 86

**Extract from the Ninth Report (1836) of the Bombay Native Education Society, page 17.**

Subject: *Appendix B—Rules regarding admission into the Society's Schools.*

*Rules regarding admission into the Society's Schools.*

No fee is in any case demanded from the pupils.

All applicants are at once received into the Native Schools of the Society.

No Boy is admissible into the Society's English School, who, on examination, does not shew a competent knowledge of the Grammar of his vernacular language, and is not able to read and write it with facility—he must also have a knowledge of Arithmetic, at least so far as the Rule of Three.

Examinations of Candidates for admission, are held on the first Monday of every month.

Boys educated in the Native Schools of the Society have the preference for admission into the English School.

Unauthorized absence for 3 days in one month, constitutes an "ipso facto" dismissal from the English School.

The hours of attendance are from 10 A.M. to 4 P.M. with a half hour's interval from 12 till half past 12.

## 87

**Extract from the Tenth Report (1836-37) of the Bombay Native Education Society, pp. 13-15.**

Subject: *In spite of national prejudices and the naturally apathetic character of the Natives, the importance of European arts and*

*sciences was every day better appreciated and their study more closely followed.*

“Within the last two years a spirit of emulation, and a desire for the acquisition of knowledge have become most conspicuous; and in spite of national prejudices, and the naturally apathetic character of the Natives, the importance of European arts and sciences is every day better appreciated, and their study more closely followed. The indifference which formerly clogged every attempt to introduce a higher standard of acquirements than that which generally satisfied the Native student, namely—a smattering of English sufficient to insure employment in some of public offices—has been superseded by a zealous and successful cultivation of Western literature, even to the abstruser branches of science; Encouraged by an enlightened Government, the interests of Education, and the intellectual advancement of the Natives, progress with a rapid stride, and it is to be hoped that each returning anniversary will but mark an accession to that moral and mental improvement which is the surest source of prosperity and happiness.

“The state of Society’s schools, English and Native, is most satisfactory. In the English Central Schools there is a daily attendance of about 400 Boys; a number which taxes to the utmost both the accommodations of the premises and exertions of the Masters. A detailed statement of the numbers in each class, with the course of study pursued, will be found in the Appendix; and the warmest thanks are due to the teachers Messrs. Henderson and Bell for their unwearied attention to the best interests of their pupils. Those Gentlemen were placed in charge of the English Schools about three years ago, and it is chiefly through their exertions and skilful superintendence that the Establishment has assumed so prominent a position among the fellow institutions of this Presidency. Not only has education been raised to a higher standard since their appointment, but, it is gratifying to say, the morals and discipline of the Schools have been improved and elevated. Of old the decorum of the classes was interrupted, and the labours of the teachers often neutralized by incessant quarrellings, petty thefts, and obscene and abusive language. All this has been reformed, and the rising generation shew a respect for decency and subordination creditable to themselves, and conclusive of the excellence of the system of discipline kept up by the teachers. The opportunities, which Mr. Henderson has had of observing and comparing the intelligence and mental powers of the Native and European schoolboy lead him to the conclusion that his present pupils, taking them altogether, at least equal in capacity, and surpass in diligence, boys of the same age in Great Britain. It would appear too that there is a much smaller proportion of very dull boys amongst the Natives than is to be found in most schools at home. But this may be attributed, in a great measure, to the existing system of admission, and the previous discipline to which every boy is subject in the Native Schools; where, before they come under the charge of the English Masters, they acquire habits of attention and application which render their subsequent progress rapid and easy.”

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## 88

**Extract from the Tenth Report (1836-37) of the Bombay Native Education Society, pp. 15-17.**

Subject: *Encouragement given on all occasions by Government to the interest of Native Education: West Scholars.*

"Your Committee is induced to trust in the encouragement with which Government has on all occasions supported the interests of Native education—that the four West scholars whose studies in the Society's schools have terminated so creditably will ere long be employed in respectable situations suited to their talents, and where they will have opportunities to complete the studies of which they have laid so substantial a foundation in this Establishment. The following young men were elected to West and Clare Scholarships at the examination which was held by your Committee on the 3rd Instant.

*West Scholars.*

Cursetjee Dadabhoy  
 Dhondoo Junardhun  
 Pestanjee Dadabhoy  
 Bappoo Narrayen  
 Wassoo Deo Pandoorung  
 • Eduljee Cursetjee  
 Dadabhoy Pallunjee  
 Nana Morajee

Your Committee has much pleasure in recording their approbation of the spirited conduct of Cursetjee Dadabhoy and Pestonjee Dadabhoy, sons of Dadabhoy Pestonjee Esquire one of the Directors. These young men, on being elected to Scholarships, expressed their gratitude for the honor conferred on them, but at the same time declined receiving any of the salary; thus enabling your Committee to appoint two additional Scholars in excess to those already chosen. Since the last General Meeting two young Native Chiefs, the Rajah of Jhabooa, and the Nuwab of Jowra, have commenced the study of the English language under the tuition of two young men, formerly educated in the Society's schools, by name Dadoba Pandoorung and Nana Narrayun. Possessing considerable acquirements, and characterized by much steadiness and propriety of conduct, the Society had great pleasure in seeing these individuals respectably provided for; and Committee anticipates the most beneficial results from their instructions, particularly as their pupils evince great natural talents and much amiability of disposition.

"The four West Scholars selected from the Moofusil Schools last year have arrived. With the exception of the Poona boy, the previous attainments of these youths are very inferior: indeed one of them, the lad from Nuggur, is still learning Marathee in the Native Schools. It appears therefore doubtful to your Committee whether the stimulus given to District

Schools by this measure is a compensation for the discouragement felt here by many boys of superior acquirements, who regard with jealousy an arrangement conferring on their inferiors a distinction which they have been taught to consider exclusively the reward of superior merit."

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89

**Extract from the Tenth Report (1836-37) of the Bombay Native Education Society, pp. 17-18.**

Subject: *Flourishing state of the Native Schools keeping pace with that of the English.*

"Your Committee is happy to say that the flourishing state of the Native Schools keeps pace with that of the English. The masters are attentive and zealous in their duties, and the attendance is on the increase. The Hindoostanee School which through the exertion of M. I. Mukba Esq. has been established on the Island is well attended; and that gentleman must derive much satisfaction in witnessing the successful realization of his labours in the cause of Education amongst the Moosulman population. The rule that no boy is admissible into the Society's English School, who on examination does not shew a competent knowledge of the grammar of his own language, has produced the best effects, both by stimulating boys to exertion whilst in the Native Schools, and also by acting in some measure as a check on a too indiscriminate admittance into the English School.

"The Reports of the travelling Inspectors in Goozerat and the Deccan represent the district schools as being in excellent order, and most fully attended. Your Committee has here much pleasure in adverting to the recent appointment of Captain T. Candy to the superintendence of the Sanskrit College at Poona, and the Government Schools in the Deccan: from Captain Candy's superior qualifications as an Oriental Scholar, and his thorough knowledge of the Native character the most favorable results in the cause of Education are anticipated."

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90

**Extract from the Tenth Report (1836-37) of the Bombay Native Education Society, pp. 18-20.**

Subject: *Publication of Books: Difficulties in the way of—*

"Your Committee regrets the necessity which has arisen from the reduced state of the society's funds of contracting to a narrower limit its sphere of labors in this department (publication of books). . . . The income of the Society taken from an average of the last five years is at present

barely sufficient to meet the current expenses of Establishment &c : consequently your Committee has in more than one instance been obliged to decline the publication of useful works entirely from financial considerations. The chief causes of this declining condition of the Funds of the Society are, the increased expense on account of Establishment, and the diminished contributions of Subscribers. Besides the Depository is filled with bulky and expensive works, which have been at times printed by the Society at a large outlay, but which from their price being beyond the reach of most Natives now remain a dead weight on the Society's hands, with scarcely a hope of the ultimate realization of their first cost. As an instance your Committee would refer to Hurry Kessowjee's Conversation on Chemistry ; a work in itself reflecting great credit on the Translator, and a desideratum in the lists of Native publications. It was printed in February last at an expense to the Society of Rs. 7000 and the depository price was fixed at Rs. 17.8 an. per copy, the lowest at which the Society could afford to sell it. Not a *single copy* has hitherto been disposed of except a few sent to Regiments to complete their annual indents, and which are paid for by Government, and 20 copies forwarded to Mr. Wilkinson, Resident at Bohpaul, by the Hon'ble J. Farish ; and when it is borne in mind that many instances of a similar nature might be adduced, some of them involving even a larger outlay of capital, it will be evident that until the Society is, partially at least, reimbursed in the Funds absorbed by these unproductive publications, or unless the ways and means of the Institution are improved by more extensive contributions, its future operations as regards the publication of books must be confined to the occasional reprinting of such works as from being used in the Society's Schools as class-books are sure of a ready sale.

But although of late, unable, for the above reasons, to incur the expense attending the publication of large works, your committee by taking copies of such as have, from time to time been printed by private individuals have encouraged to the extent of their present restricted means, the diffusion of useful books amongst the Natives."

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## 91

### **Extract from the Tenth Report (1836-37) of the Bombay Native Education Society, page 20.**

Subject : *Mr. Wathen's handsome donation for the purpose of being distributed in prizes.*

"Your committee has much gratification in recording their acknowledgement of the very handsome donation of Rs. 1000 presented by Mr. Wathen a few days prior to his departure for the Cape, for the purpose of being distributed in Prizes amongst the most deserving Boys as selected at the recent examination of the Schools. Your Committee cordially trusts that this Gentleman whose earnestness of feeling in the cause of Native

Education has been so often evinced by similar instances of liberality will speedily be restored to his Official duties and resume with renewed health his much valued assistance in the direction of the affairs of this Society."

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92

**Extract from the Eleventh Report (1838) of the Bombay Native Education Society, page 12.**

Subject : *Introduction : 'The unvaried course of events has been one of advancement, and progressive improvement.' 'Numerous candidates from the Native Schools contest every vacancy which occurs in the English Department.'*

"Although the proceedings of this Society during the past year, from their even tenor, offer but few incidents for particular comment, still this very circumstance affords peculiar reasons for thankfulness and congratulation, when it is considered that the unvaried course of events has been one of advancement, and progressive improvement. The eagerness with which numerous candidates from the Native Schools contest every vacancy which occurs in the English Department, evinces the great and general desire for instruction which animates all classes of Natives: and your Committee cannot but regret, that want of accommodation and funds should, in some measure, circumscribe the usefulness of this Society, and prevent the extensiveness of its operations from corresponding with the increased demand for knowledge."

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93

**Extract from the Eleventh Report (1838) of the Bombay Native Education Society, page 14.**

Subject : *New System of the Examination of Schools.*

"The examination of the Schools preparatory to the selection of Scholars and Prize Boys, was conducted this year on a new plan. By a public advertisement, the friends of Native Education were invited to visit the Schools and examine the classes, and such Gentlemen as were known to take a peculiar interest in the affairs of the Society, were requested to favor the Secretary with a report on the proficiency of the classes they might inspect. Your Committee has much pleasure in stating, that the result of this test of the merits of the Institution has been most satisfactory. During the month of December, the Schools were visited almost daily by some party, for the purpose of examining the different departments, and it is gratifying to say that in every instance the impression produced was



one of unqualified approbation, both as regarded the attainments of the Pupils, and the talents and successful system of the Teachers."

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94

**Extract from the Eleventh Report (1838) of the Bombay Native Education Society, page 31.**

Subject : *Pecuniary resources of the Society materially impaired since the last anniversary.*

"Your Committee regret being obliged to report that the pecuniary resources of the Society, as exhibited in the Account Current in the Treasurers, closed up to the 31st December 1838, are materially impaired since the last Anniversary. The balance which then stood to the credit of the Institution, amounting to Rs. 24,500, has been reduced to Rs. 17,000, the causes for which may be referred to the increased expenditure on account of establishment, on the one hand, and diminished proceeds arising from contributions and the sale of books. Your committee nevertheless trust that a cordial co-operation on the part of the public will supply the requisite means for carrying out the great results, at which the Society aims more efficiently, and with reference to a wider sphere of operations than present circumstances would seem to warrant. It may then be confidently assumed, that with the blessing of Providence, the measures of the Society, will continue to be eminently successful and largely contribute, as they have ever done, to the promotion of moral rectitude and intellectual acquirements amongst the Natives of this country."

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95

**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, pp. 35-44.**

Subject : *Detailed Report on the Working of :*

"The increasing desire among all classes of natives of this Presidency, to become familiar with the English language, and make themselves acquainted with European literature and science, is a subject for gratulation, which the members of the Managing Committee of either institution are glad to notice ; as it is connected with the best interests of the people of this country, and the improvement of their civil society. Some of them perhaps may, at a future and no very distant period, embrace the profession of law or medicine, laid open to their ambition and usefulness in life ; some may be employed in the judicial or revenue department ; and some in commercial affairs ; but the study of all should be directed to such

subjects of knowledge as are calculated to promote their future prospects, and the business of their lives. To the merchant, a knowledge of arithmetic, composition, and geography is essential ; to the student of medicine, an acquaintance with botany, chemistry, and mineralogy is not less so ; and to those who may be employed in revenue surveys, or the civil administration of this country, a familiarity with its physical and political geography, embracing the mineral and vegetable productions of its districts, its political divisions and administration, its financial system and mode of taxation, its establishments, judicial, municipal, or educational, and its history, is indispensable to the due fulfilment of official duty. With the view, therefore, of securing as much usefulness, short of practical experience in life, as can be derived from any general course of instruction, Professor Orlebar, Mr. Bell, and the other Teachers of the institution, have shewn a judicious and praiseworthy inclination to direct the attention of their pupils, only to such subjects as promise to be of future benefit.

“The students of English continue on the increase. At the close of the year 1838 there were 408 boys learning English in the Central School ; in the end of last year their number was 399 ; and now 550 boys in the Central School, and 125 in the School established in the Fort, study English, along with arithmetic, geography, and the higher branches of knowledge. The mode in which the pupils are divided into classes, and the monitorial system of instruction pursued in the institution, may be learned from the \* syllabus of their studies. In the arrangement of the classes and the distribution of monitors, held responsible for the instruction of their pupils, much efficiency has been introduced into the School department by Mr. Bell whose arduous and zealous exertions, since the appointment of Mr. Henderson, to an acting Professorship in the Elphinstone College, deserve particular notice ; as he, without any European assistance, except such as was occasionally given, in literature, by Mr. Henderson, when not engaged in the College department, has efficiently directed the instruction of all the boys in the Central School, up to the beginning of January last ; when, on the suggestion of Professor Orlebar, the College Classes and the two higher classes of the College School were removed to the rooms of the Native Education Society ; until definite arrangements, not yet completed by Government, should be formed, for the re-union of the two establishments, on the general principles recommended in the proceedings of the Joint Committee of the Native Education Society, and Elphinstone College Council ; and which were forwarded to Government, by the Chairman of the Joint Committee, under date the 1st November 1839.

“The difficulties which arose between the College, or senior department of the Institution, and the Schools of the Native Education Society, had partly their origin in the undefined connexion and management existing between its two branches, and partly in circumstances over which your Committee had no control ; such as the little desire evinced by the natives of India to obtain high proficiency in literature or science, their poverty, the premature establishment of Professorships, and the appoint-

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\* Document No. 97.

ment of individuals. These difficulties, led, however, to the recommendation of the Council, that a junior School should be established in the Fort, and that the Elphinstone Scholarships should be founded for the purpose of encouraging natives of this Presidency to obtain a higher proficiency in general knowledge. These measures of the Council, which were attended by the evil of separating the College department and the Professors from the schools of the Parent Institution, have enabled meritorious young men to continue their education from where they would have otherwise abandoned it, and excited a general desire, not previously known, among the natives of Bombay, in prosecuting their studies. The scholarships and Junior school were sanctioned, by Government, under date of their letter the 28th November 1837 ; but the former, according to a subsequent letter of the 10th April 1838, were to be given to students only for a period of three years, including the periods in which they enjoyed the allowances attached to the lower and upper grades. The first examination for these scholarships was held in March 1838 ; and the second on the 10th July 1839. On the former occasions three young men were admitted, and on the latter four, out of nine pupils, who presented themselves for examination."

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"So early as the 16th of March 1839, Government addressed a letter to the Council of the Elphinstone College, and the Committee of the Native Education Society, recommending that the two parts of the Institution should be conducted with unity of purpose, and that the partial disjunction which had taken place, should be remedied, as far as practicable, by blending into one the management of both. The wishes of Government on this head were happily met by the proceedings of the Joint Committee, before mentioned, which are in unison with the general desire expressed, by the Court of Directors, in their letter of the 2d October 1839, received in the following December. Since this period, the conventional arrangement by which the two institutions are acting together has been effected, and it now remains for Government to place the whole of the vernacular schools in the districts, and the educational establishment at the Presidency, in such a connected and well conducted system of management, as will secure uniformity in matters of education, and enable its institutions to effect nothing but good.

"The cultivation of English by natives, without a correct grammatical knowledge of their vernacular dialects will, in most instances, end in failure ; as the lads who enter our English schools are considerably advanced in age, and have commenced to think in their own language before they begin their study of a foreign one. Much of their success, therefore, in acquiring our language, and even their future usefulness in the districts, must depend on a well conducted system of vernacular instruction ; and your Committee would recommend that the connexion now existing between the district schools and those at the Presidency be drawn more closely together, and that instead of a single annual report of the number of pupils in each school, now furnished to the Institution at the Presidency, some more efficient system than the present should be adopted for securing

the active services of the masters, and the progress of the pupils under them. In connexion with this subject, it is here necessary to mention, that several of the district vernacular teachers from Goojarat came here since last report, for instruction, and have now returned to their duty.

“The supply of small and useful publications in the vernacular languages of this Presidency, and corresponding translations in English, is yet a desideratum; and the absolute want of school books, in English and the vernacular dialects, appears to have materially retarded the progress of instruction, particularly in the districts. Much of the tedious process now followed in teaching the lower classes might be spared, and the progress of the boys facilitated by the publication of such proper school books, as would teach boys commencing English the rudiments of this language, side by side, with their own vernacular ones. For want of such books, the monitor and school assistants of each class explain to boys of different sects, the meaning of what they read in English, by translating it into their own languages.

“A passage being first read by one of the Hindoos, is explained in Maratha; it is then similarly explained to the Parsees in Goojratee; and lastly to the Mahomedans in Hindoostanee. This is the tedious process followed with the pupils of the Fort School, where Hindoo, Parsee, and Mahomedan boys are mixed in one class; but the objection to this method is somewhat remedied in the Central School, by the division of the boys into classes according to their sects. Even with this precaution, however, the method is calculated to lead to a loose and inaccurate mode of translation, and a want of precision in understanding corresponding English terms. In noticing this subject, it is necessary to mention that an old and disinterested friend of native education, M. I. Muckba, Esq. lately presented to the College Council, in English and Hindoostanee, a book called the English Beginner, which has been printed at the expense of the College, and may be translated into Maratha and Goojaratee, for the use of the Hindoos and Parsees. The exercises and tenses of the English verb, drawn up by Mr. Henderson, has been also translated into Maratha, by Ball Gungadher Shastree, Esq., Assistant in the College department, and is now in course of publication. The Committee of either institution have also subscribed for several works in the English and vernacular languages; of which may be mentioned Idiomatical exercises; English and Maratha, abridgement of the History of England, translated into Goojratee; and two other smaller works in these vernacular dialects. The former works published in the department, and which now lie unsold in the Depository, are too large and voluminous for common use, and their style generally too difficult for those commencing the study of English.

“Having thus given a retrospect of transactions for the year, and those connected with the College and School departments, since the partial disjunction took place, it is now the duty of your Committee to report on the present examination of boys for the Elphinstone Scholarships. The candidates have been classed in the order of merit, without obtaining the scholarships, until the Government have decided on what

principle the allowance attached to these shall be assigned to boys obtaining them. The results are shown in the following classification :

1. Merwanjee Dadabhoy.
2. Bhao Dajee.
3. Keshoorow Nursing.
4. Nanabhoy Morojee.
5. Sorabjee Merwanjee.
6. Sorabshaw Dhosabhoy.
7. Dhondoo Junardhan.
8. Wasoodew Pandoorung.
9. Bhogeelaul.
10. Ragonath Narrayen.
11. Keroo Luximon.
12. Dadabhoy Palunjee.

Seven of these twelve, and who stand highest in the list, excepting Merwanjee Dadabhoy who belongs to the 1st College Class, are West or Clare scholars, belonging to the Institution, or Monitors connected with it ; and the others are from the school in the Fort, superintended by Ball Gungadher Shastree, previous to his removal in January last to the Central School ; at which time the Fort School was placed under the charge of Nowrojee Furdonjee, who accompanied Sir Alex. Burnes to Kabul, and has, since his return to Bombay, been appointed 2nd Assistant to the Professors. The examination was of the most searching description ; written questions on general history, geography, and chemistry, having been given by the Secretary of the College, and answered by them in the presence of the Honourable Mr. Farish, Sir J. Awdry, Dr. Stevenson, and Professor Orlebar, who questioned them on these subjects, and can bear testimony as to their general proficiency in literature. In literature Bhao Dajee, a West Scholar of one year's standing, was particularly distinguished ; being first in history and geography, and second in chemistry ; while Keroo Luximon, from the Fort School, was first in mathematics. The instruction in literature has been for some time past very irregular, in consequence of the severe, and continued indisposition of acting Professor Henderson, who must we fear go home, on medical certificate, before hopes can be entertained of his recovery. The assistance of Ball Gungadhar Shastree in this department of the institution is worthy of the special notice of your Committee ; and the looked for return of Professor Harkness, from Europe, will supply the defect in the institution occasioned by the departure of Mr. Henderson.

" In mathematics, the pupils were examined by Major Jarvis and Professor Orlebar ; and though their progress here has been found to be not quite so creditable as in chemistry and other departments, it is still such as to indicate that the native mind is capable of following the most abstruse principles of knowledge. The subject of the essay, given and answered in the presence of the examiners, was 'The advantages of a

literary and scientific education'. The reasoning and style of some of the boys who discussed the subject is at once clear and original, and does credit to their minds, and to the system of instruction under which they have been trained. Vedadri Sadasan, one of the authors (author of a composition set for examination), was distinguished last year at the general examination; and on obtaining an Elphinstone scholarship, having honorably resigned it for those who had more need of its emolument, he had a gold medal voted to him by the council. This is to be now presented as a token of such disinterested conduct, worthy of being imitated by all who should value knowledge only for itself. His other exercises this year and those of Narayen Dinanath are so creditable, that the examiners have recommended a present of books to both.

"The pupils examined were 29 in number; of whom several creditable in their acquirements have not been classed; as their qualifications fell below the standard required for an Elphinstone scholarship. The examination, which lasted five days, would have been a severe trial for some of the best of European schools. Several of the unsuccessful pupils are to have a present of books, as a reward for general diligence and merit. Among these Sorabjee Pestonjee deserves to be noticed.

"In the event of Government determining that the emoluments of the Elphinstone scholarships shall be retained as now fixed, your Committee would venture to suggest that the classed candidates, from among the West and Clare scholars, should be elevated to these; and that their places be filled up by the most meritorious pupils in the senior division of the schools. There are at present 10 West scholarships filled up, but of which four will be vacated in April or May next; and the remainder, added to eight others available, gives a total of

West Scholarships	...	...	...	14
Clare Scholarships	...	...	...	16

or together Thirty to be filled up.

It is the duty of your Committee to thank the Government for the privilege granted to the institution, of having its medals struck at the Mint, free of expense; and to notice, that, in consequence of the increased number of boys in the Central Schools and the now deficient accommodation for them, measures have been taken for adding to the building; the expense of which will, it is hoped, be defrayed from the funds of the College under the direction of Government."

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"Notwithstanding the increased disbursements from the receipts of the College, in consequence of the monthly establishment for Elphinstone scholarships, and masters of the Fort School, the total increased balance in favour of the institution above that of last year, and not taking into account the payment of Mr. Richardson's bill for Books in England, amounts to Rs. 10419-11-2.

"Lists of the native schools in Bombay, the Deccan, and Goojarat, lists of the masters, English and Native, names of books for sale in the

Depository, list of subscribers for the past year, accounts of regimental schools, books presented by Government, and those printed since last report, will be also found in the Appendix.\*

"Before concluding this report, your Committee must notice with regret the death, during the past year, of one of the senior and most promising of the Elphinstone scholars, Waman Rao Trimbuck Kibi; whose acquirements were of a very superior order, and such as, Professor Orlebar says, were 'much beyond what had been attained by any first class man at Oxford, up to the time of his own examination in 1833.'

"It is here gratifying to notice, that, in order to encourage the pupils of the institution, two gentlemen, a European and native, have offered to grant annual prizes for the best essays on select subjects previously fixed for discussion. Thanks are due to Maneckjee Cursetjee, one of these gentlemen who has offered a prize of 50 Rs.; but time and circumstances did not admit of the pupils writing an essay on the subject proposed to them for this year, and which will, it is hoped, be changed for some other at the next anniversary."

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**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, pp. 45-55.**

Subject: *Appendix A—Correspondence connected with the Establishment of the Elphinstone College Scholarships.*

To W. H. Wathen, Esq.,  
Chief Secretary to Government, Bombay.

Sir,

I am directed, by the Hon'ble the President and Members of the Elphinstone College Council, to solicit you will do them the favor of submitting to the Right Hon'ble the Governor, the following Resolutions, which were unanimously passed at a meeting of the Council, held on the 17th ultimo, and to express their hope, that if these Resolutions meet with the approbation and sanction of Government, the College will be brought into immediate operation, in improving and extending education, not only in Bombay, but in the Provinces; and that with the ample pecuniary means, now at its command, the beneficent wishes of the Honorable the Court of Directors, expressed in their letter to the Supreme Government, dated the 29th September 1830, to "raise up a class of persons qualified by their intelligence and morality for high employments in the Civil Administration of India," may be yet realized at this Presidency, though

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\* Appendices—E, F, G, H, I, J and K, pp. 64 to 73 and N and O, pp. 82 to 84 of the original printed report.

much valuable time has elapsed, and expenditure of money taken place, without any corresponding beneficial result.

The following are the Resolutions of the Council ;

1st. That with the view of giving immediate effect to the operation of College Education, and of encouraging generally a taste among natives of good Caste, for superior attainments in science and literature, fifteen scholarships, according to the following scale of remuneration,

2 of Rupees 50	...	...	100
3     "      40	...	...	120
4     "      30	...	...	120
6     "      20	...	...	120

15                      Total Rupees   460 per month, or Rs. 5,520 per

annum, as proposed in Mr. Bruce's Minute, be adopted ; and that the first scholars be admitted on competition from any of the Schools in Bombay or the Provinces.

2nd. That the scholars, admissible for the six inferior scholarships, be required to possess minor attainments in science and literature, compared with those appointed to the eight superior ones ; and that the scale of their attainments be afterwards determined by a Sub-Committee of two members of the Council, the Secretary, and the Professors.

3rd. That, with the view of further advancing instruction, rendering the College extensively useful and independent of exterior aid, in supplying the Professors senior classes with pupils, a Junior School be established, under the Assistant to the Professors, Ball Shastree : who, as a remuneration for his zeal and attainments, shall receive an increased salary of Rs. 300, and be further aided in conducting the duties of the School by Assistants selected from among the most talented pupils at the College.

4th. That a copy of the above resolutions be submitted to the Honorable the President, previous to being forwarded for the approval of Government.

I am further instructed by the Honorable the President and Council of the Elphinstone College, to request you will have the kindness to lay before Government, for its information, a brief history of the origin and progress of this institution ; which, from its operative influence on Native Education and character, is calculated to produce a superior degree of intellectual fitness for office, and to raise the standard of morality among those who partake of its advantages. It is not vainly imagined that a superior knowledge of mathematical and physical science, with its application to the arts, an acquaintance with universal chronology and history ; general logic or the mode of observing nature ; the science of moral duties and general grammar, must be enlarging the native mind, turn it from degrading vices and the influence of superstition, and by rendering it familiar with more exalted notions than the present, imbue



it with the thoughts and feelings of civilized Europe. Neither does it appear in the opinion of the Council a too sanguine anticipation, that the time is not far distant, when the advanced civilization of Indian Society will create a demand for the services of well educated individuals in the professions of law and medicine; the non-existence of which among the native community, operate at present as a check on the desire of obtaining a superior College Education, and makes individuals rest contented with an inferior practical one, suited to the exigencies of business and the means of obtaining a livelihood. The limited pecuniary means of individuals, desirous of obtaining a liberal education, prevent the many from pursuing their studies beyond what is considered to be practically useful, and an assurance of this obstacle to collegiate education existing has suggested to the Council the propriety of instituting scholarships as now proposed to Government: but in the absence of that provisional encouragement to obtain it, which exists in Europe, the former ventures to hope that the Government will be pleased to avail itself of superior qualifications, expected from a better education, and to hold out a boon of public employment, particularly in the Judicial and Revenue departments, to those who diligently avail themselves of opportunities for intellectual acquirement, which they will have by entering the Elphinstone College.

The end and object of such an institution must be to give the students such a sound knowledge of what is taught, as will strengthen the understanding and the character, instead of weakening both by superficial instruction which ends in pedantry and frivolity. Two years have certainly elapsed since the arrival of the Professors, and no substantial good has been yet effected by the College; but independent of the general causes which have been already enumerated, as operating against Collegiate education, the reliance of the Elphinstone College, that the Native Education Society's School would be what the Junior School is in the Hindoo College of Calcutta, by its supply of pupils for the upper Classes, has proved a source of failure; as the institution of the West and Clare scholarships in that school has a tendency to detain the boys from entering the College, and keeps them in expectation of ultimately succeeding to these. One other cause for failure and embarrassment appears to have existed in considering the Native Education Society of Bombay to be in the position of the General Committee of public instruction at Calcutta; the former having local interests in the School which it manages, whereas the other is the appropriate organ of superintendence over all institutions for Education at the Presidency and in the provinces. But when the Council of the Elphinstone College was established, the connexion of the Native Education Society in the management of the institution ceased, except in so far as it has the right of electing certain members of the Council. The following brief history of the College will place these facts more clearly before Government.

At a numerous meeting of the Native inhabitants, assembled on the 28th of August 1827, to consider the most appropriate method of testifying their affectionate and respectful sentiments to Mr. Elphinstone, on

his resignation of the Government of Bombay, over which he had presided with invariable courtesy, kindness, and liberality, it was resolved that the most durable plan of carrying their wishes into effect would be by accumulating a sum of money for the Establishment of one or more Professorships, to be held by learned men from Great Britain ; who could teach the English language, the arts, and sciences, and literature of Europe, until the happy period arrived, when Natives of this country might be found perfectly competent to undertake this office. A Committee was appointed to collect subscriptions among the Native Princes and Gentlemen, who were allies and subjects of the British Government, and this Committee in announcing by a letter dated the 1st December following, to the Secretary of the Native Education Society, that the subscription amounted to Rs. 120,500, suggested that the Society should make an application to Government for the addition of such a sum of money from the public Treasury, as would secure handsome salaries for the service of, at least, three truly eminent men from England, who, in their respective sphere, could teach languages and general literature ; mathematics and natural philosophy, including astronomy ; chemistry, with geology and botany. The Secretary to the Native Education Society made the necessary application to the Honorable the Governor in Council ; and, after expressing in his letter the hope of the Society, that he would be pleased to bring the proceedings to the notice of the authorities in England, stated that, as the Government had already entered on measures connected with preliminary education, it was proposed that the duties of the Gentlemen, brought from England, should be of a more extensive and learned character than of Schoolmasters. He further respectfully requested that Government would be pleased to appropriate part of the Town Hall for the operation of the Professors, and added that a small sum of money would be necessary for the endowment of a few Scholarships.

Those who subscribed for the Establishment of Professorships appear to have had no very definite idea regarding the mode of bringing into operation the system of superior education, with which they were to be associated. The subscribers therefore proposed, that they should be established under the Bombay Native Education Society, which had been instituted for the management of the School, known by its name, thinking no doubt that it would supply the Professors' classes with scholars versed in those branches of knowledge, which are necessarily preliminary to professorial instruction.

The Hon'ble Court of Directors, in replying, under date the 8th July 1829, to the letter from the Bombay Government applying for a donation, such as the Secretary to the Native Education Society had asked for, stated their willingness to assist the Natives in the meritorious undertaking in which they were engaged ; but, in the absence of any definite or well digested plan for the attainment of the benefits which were sought, declined giving a final answer to the application until satisfied that the object aimed at was desirable, and that the means by which it might be attained had been judiciously chosen. The Bombay Government replied to this, in a letter dated the 24th November 1830, the 10th para : of which states

that the Native Education Society has been informed that specific regulations should be carefully enacted, with the sanction of Government and that the management of the institution must depend on the observance of rules and principles, that will prevent any future collision between those who conduct it and the Government, by whose liberal policy it has been aided, and must be still encouraged, and protected, or it cannot prosper.

Copies of the letter from the Court of Directors, and the answer of Government, regarding the Elphinstone Professorships, were transmitted to the Secretary of the Native Education Society; who, in his reply, dated the 21st of January, 1831, stated that the Society had no other views than the promotion of knowledge by the best means which the Professors could command. The Bombay Government, about this time, received copies of the Honorable the Court of Directors' letters of the 5th September 1827\*, and 29th September 1830\*, on the subject of Native Education, addressed to the Supreme Government. In the 13th, 14th, and 15th paras of the last, the plan of the Elphinstone institution is particularized and directed to be formed on the model of the Anglo-Indian College of Calcutta; which originated in a subscription among the Natives, is partly supported by Government, and is under the inspection of the General Committee of Public Instruction. If the subscribers to the Elphinstone Professorships were willing to acquiesce in such an arrangement, the Bombay Government was authorized to make such donation, or annual subscription, as might appear advisable, with reference to the importance of the object in view. On the 2nd of July 1831, the Native Education Society were informed of the Court's views and wishes on this subject, and, if willing to acquiesce in the arrangements proposed, they were requested to appoint a Committee of their own body, to concert, with such person or persons as should be nominated by Government, a plan for the formation of the projected institution.

Previous to the formation of any plan for the Elphinstone Institution, it was necessary that the Bombay Government should have precise information regarding that of the Anglo-Indian College of Calcutta, to which the Hon'ble Court's letter referred, when sanctioning the Government of this Presidency to give its pecuniary aid, provided the former establishment adopted the latter as its model. Several months were consumed in obtaining this information; and while the authorities of Calcutta transmitted to the Bombay Government, a report of all the seminaries of Education in which the Government were concerned, they did not exactly understand what particular establishment was referred to, under the designation of the Anglo-Indian College. This is, however, clearly pointed out, in the 6th paragraph of the Court's letter, dated the 29th of September 1830, to be the *Vidyalaya* established in the year 1816, and subsequently incorporated with the Hindoo College. At length, on the 11th of July 1832, an answer, from the Native Education Society, was

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\* Indian Education in Parliamentary Papers—Part I (1832) by A. N. Basu, pages 154 and 162.

returned to the Bombay Government's letter of the 2d July 1831, and intimation given, that a Committee of six subscribers to the Elphinstone Professorships had been appointed to confer with the persons nominated by Government, regarding the establishment of the Institution, with which the Professorships were to be connected. On the 6th of August following, Government intimated, to the Bombay Native Education Society, that it had appointed a Committee of six European Gentlemen to confer with the native Subscribers already nominated.

The Joint Committee, on the 18th of January 1833, submitted a plan for the Institution of the Elphinstone Professorships, of which the 1st regulation was, "that an institution for the promotion of education be established under the Native Education Society, to be denominated the Elphinstone College of Bombay." The 2d regulation provided, that, in regard to religion it should be established under the prohibitions contained in Regulation No. 2 of the Native Education Society, and in accordance with the sentiments expressed in the concluding para of the Government's letter, \* No. 362, bearing date the 10th of March 1824.

From the 7th of February 1833, to the 24th of March 1834, various applications were made by the Joint Committee, that Government would be pleased to sanction their plan and report for establishing the Elphinstone College: but the latter deferred doing so until more satisfactory information had been received from Calcutta, in answer to the reference made regarding the Anglo-Indian College. The rules of the Hindoo College were subsequently received, on the 2d of January 1834; and Lord Clare's Government, under date the 22nd of March following, informed the Committee, that the plan of the Elphinstone College was sufficiently in conformity with that of the Hindoo College of Calcutta, to meet the wishes of the Court of Directors; but, as the rules had not provided for the general superintendence of Government, his Lordship requested that such alteration as would give effect to the Court's wishes might be made in them. To this the Committee replied on the 12th of April, and intimated that Regulation No. 3 of the plan was framed for the express purpose of giving Government a controlling influence in the Institution, but had been slightly altered to meet the wishes of the Hon'ble the Court of Directors, and should stand as follows: "that the College be under the general superintendence of Government; and its management be conducted by a Council of nine, consisting of four Europeans and four Natives, with a President, to be elected annually: The President and one European Member to be nominated by Government, and the other seven members to be elected by the Native Education Society, Government having a vote on the election of the European Members only. The Council being thus constituted, three to be a quorum." The connexion of the Native Education Society with the Elphinstone College, except in possessing the right of electing seven Members of the Council, ceased with the adoption of this rule: and the management of the College, vested in its Council, became subject to the control and general superintendence

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\* Document No. 36.

of Government. On the 21st of April the Joint Committee were informed by letter, that the Government approved of the 3rd rule as now altered.

Nothing but the arrival of the Professors seemed now wanting to the success of the Elphinstone Institution, in exciting a desire and love of intellectual and moral improvement among the natives of this Presidency. Mr. Orlebar, the Professor of Mathematics and Natural Philosophy, arrived in the beginning of the year 1835, and Mr. Harkness, Professor of General Literature, came soon after. New and unlooked for difficulties, however, arose, to prevent the Professors from giving that superior instruction in science and literature, which they were prepared to communicate; but, with a knowledge of the utility and success of the Anglo-Indian College of Calcutta, now before the world, with a firm hope and belief that the Bombay Native Education Society's school, so long established, would supply pupils possessing sufficient preliminary education, it may indeed appear strange, to the Hon'ble the Governor in Council, that the members of the College Council, at a meeting held on the 7th of November 1835, should have been obliged to record the following resolution, "that as no sufficient number of young men qualified to form a class of regular students in the College has been found to exist, the Professors be requested to form a class of such young men as may present themselves, or be recommended by the Council, and adapt their instructions to the capacity and state of forwardness of the boys." After some discussion, among the members of the Council, on the subject of this resolution, a mixed class of Native and English boys, chiefly collected from the private English schools in Bombay, was obtained. On the 18th of February 1836, the College was opened by the Mathematical Professor commencing a course of lectures on a portion of Physical Science, while the Professor of General Literature began to lecture alternately in his department. The studies of the pupils were soon interrupted by the subsequent illness of both Professors; which prevented any considerable good being effected during the term; though little was to be expected when the unsuitable quality of the materials collected comes to be considered.

In the end of the following October, Lieutenant Pope, who then filled the separate offices of Secretary to the Elphinstone College Council, and Committee of the Native Education Society, wrote a Minute to shew what circumstances had contributed to make void the expectations, confidently entertained by the Founder and supporters of the Elphinstone College, that the school of the Native Education Society would be a nursery from which the Professors might receive a constant supply of well educated pupils. This when discussed, by the members of the Council, gave rise to some difference of opinion, on the best means of removing the obstacles, which prevented the Native Education Society's school from being a source of supply to the College; made nugatory the utility of Professors; and impeded the diffusion of that superior Education, from which such beneficial results were anticipated, as a means of fitting the Natives of this country to participate in the higher offices of its civil government. All the members of Council evinced, however, great anxiety to maintain that relative position of connexion and usefulness, between

the parent society and the College, which was originally intended ; and proposed a conference between the Teachers and the Professors, in order that some plan might be agreed on which might enable the two institutions to mutually assist each other. The result of this meeting was most unsatisfactory ; and it is a pity, that, on this occasion, all feeling and considerations should not have yielded for the general public good and the interests of education at large. A conciliatory measure was brought forward by the Teachers to this end, that the West and Clare scholars should partly attend the school and partly the College, but the adoption of such a suggestion would have neutralized the good effects of either institution, and sacrificed the interests of general instruction ; when as Lieut. Pope's minute, of the 27th October 1837, records, that " the demand for English Education is now so great, that the school of the Native Education Society is quite inadequate to the supply," and the junior College school in the Fort, then proposed by him, was capable of removing all difficulties. All the other recommendations of the Teachers, such as increasing the number of Native assistants, altering the times of attendance of the Masters, the establishment of a school in the Fort, under one of them, are, as Mr. Wathen, in his excellent minute of the 25th of May, remarks, only applicable to the distinct and separate institution of " the Native Education Society," and not the Elphinstone College, which is governed by rules of its own, and is regulated by a Council, the selection of whose members is also provided for in these regulations.

The arguments, which on the discussion of Lieut. Pope's minute, were used to convince the Council, that the Natives of this country seek no higher standard of intellectual acquirement than such a one as fits them for the common offices of business, and such as the Native Education Society's school affords, are precisely those, which, in the absence of that professional encouragement given to College education, in Europe, by means of the Church, the Law, and Medicine, would indicate the necessity of " raising the standard of qualification possessed by natives attached to courts of justice in the capacity of Hindoo and Mohomedan law officers," by Government passing a regulation, such as already exists in Bengal, that all applicants, for these appointments, unless able to produce certificates of College Education, must submit to an examination by a committee appointed for the purpose. The causes which prevent natives from pursuing College instruction, have been generally mentioned in the preamble to this history ; and were variously brought forward in considering the question why the Professors had not obtained a class of well qualified pupils. These may be briefly enumerated, namely, that the advantages of high acquirement in European learning are not yet sufficiently understood by the Natives ; that those young men, who are desirous of prosecuting their studies, and of attaining superior proficiency, had not the means of support, and cannot sacrifice the certainty of immediate gain from common employment, for the acquisition of science, on the prospect of ultimately obtaining superior situations ; and lastly, that the Establishment of the West and Clare scholarships, in the school of the Native Education Society, has operated in detaining even the second rate pupils in that school, who hope to succeed to the vacancies as they

happen. All these are valid reasons; with the Council, for establishing the College scholarships; and without such encouragement we may in vain expect that the Natives of India will be capable of occupying higher ground in society than they do at present, or that the class of persons which the Court of Directors wish to see raised up will ever exist. After the admission, in Lieut. Pope's minute, that the Native Education Society's school is not capable of supplying the demand for English Education, it is scarcely necessary to say that the proposed College school will be of the utmost benefit.

In conclusion, I am directed to state that the resolutions of the College Council, having been submitted to the Honourable the President, met with his approbation; and that the Council trusts that the Government will be pleased to approve and sanction them.

Bombay :  
Elphinstone College Rooms,  
14th Novr. 1837.

I have the honor to be, Sir,  
Your most obedt. Servant,

J. BIRD,  
Secretary to the Council of the  
Elphinstone College.

I have perused a letter addressed, by our Secretary, to the Chief Secretary to Government, embodying certain resolutions of the College Council, in which I heartily concur—and requesting Government to sanction the measures which are thereby recommended: and I not only highly approve the communication, but I consider that the College Council is particularly fortunate, in having been thus enabled to submit to Government, an able and luminous exposition of the difficulties which have hitherto impeded the progress of the Elphinstone institution—and of the means now proposed to be adopted, to attain an important end—which until this time, has been only contemplated.

I assume that the Historical portion of the letter has been extracted from the records of the College.

Bombay, 11th Novr. 1837.

(Signed) H. COMPTON,  
President E.C. Council.

General Department.

To The Secretary to the Council of the  
Elphinstone College.

Sir,

I am directed to acknowledge the receipt of your letter of the 14th instant, and to acquaint you, for the information of the Honorable the President and Members of the Elphinstone College Council, that the Right Honorable the Governor in Council completely concurs in the views taken in that communication relative to the causes which have

hitherto occasioned the almost entire failure of the College,—and also, as to the best means to enable that institution to fulfil those important objects for which it was established.

2d. I am further directed to inform you; that, under the recommendations now made by the College Council, the Governor in Council is pleased to sanction the new arrangements which it is proposed to make, and requests the Council to favor Government (after a sufficient period has elapsed to give a fair trial to the present plan), with a report as to how far it may have succeeded.

Bombay Castle,  
20th November 1837.

I have the honor to be, &c.  
W. H. WATHEN,  
Chief Secretary.

General Department.

To

The Secretary of the Elphinstone College Council.

Sir,

I am directed to acquaint you, for the information of the College Council, that, in order to remove all misconception, on the subject, the Right Honorable the Governor in Council is pleased to declare, that, to whatever scholarship, a student's attainments may entitle him, the whole period for which he can enjoy such allowance, whether of the higher or of the lower grades, or for periods of both shall not altogether exceed three years.

2. I am therefore directed to request the College Council will have the goodness to cause this declaration to be announced to the public, in explanation of your Notification of the 8th of February, which appeared in the Government Gazette of the 1st of March last.

Bombay Castle,  
10th April 1838.

I have the honour to be, Sir,  
Your most obedient Servant,  
W. S. BOYD,  
Acting Secy. to Government.

**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, pp. 30-34.**

Subject: *Syllabus of Studies—School Department.*



## SCHOOL DEPARTMENT.

## CENTRAL ENGLISH SCHOOL.

Number of Boys, 550,—Teacher, Mr. Bell, assisted by

BALL GUNGADHER SHASTREE.

## ENGLISH CLASSES.

## SENIOR DIVISION.

FIRST CLASS—No. 39. McCulloch's Series of Lessons, 70 pages. McCulloch's Grammar, Derivatives and Syntax.—*Assistant Ramchunder Dumanath*. Abridgement of the History of England, 45 pages.—*Assistant Venayaek Wassoodew*. Goldsmith's Geography, 68 pages.—Nichol's Geography, Hindoostan, and the Presidencies of Bengal and Agra.—*Assistant Mr. DeSilva*.

SECOND HINDOO CLASS—No. 28. McCulloch's Series of Lessons, 56 pages. McCulloch's Grammar, Etymology, and the commencement of Syntax, 136 pages.—*Assistant Venayek Wassoodew*. Goldsmith's Geography, Asia :—Catechism of the Maratha History, 10 pages.—*Assistant Dadoba Pandoorung*. Translation of Children's Friend, from Maratha into English 20 pages. Idiomatical Exercises 50 pages.—*Assistant Dadoba Pandoorung and Ramchunder Wassoodew*.

THIRD HINDOO CLASS—No. 24. Blair's Reading Exercises, 10 pages, Guy's Grammar, Syntax.—*Assistant Dadoba Pandoorung and Ramchunder Dumanath*. Goldsmith's Geography, Asia, India within the Ganges, and India without the Ganges.—*Assistant Ramchunder Dumanath*. Catechism of the Maratha History, 10 pages.—*Assistant Dadoba Pandoorung*. Translation of Children's Friend from Maratha into English, 20 pages. Idiomatical Exercises, 50 pages.—*Assistant Dadoba Pandoorung and Ramchunder Wassoodew*.

SECOND PARSEE CLASS—No. 26. McCulloch's Series of Lessons, 42 pages. McCulloch's Grammar, 70 pages. Goldsmith's Geography, Europe, Asia, Africa, Great Britain, and Ireland, India, and Asiatic Turkey. Catechism of the Maratha History, 10 pages. Nichol's Geography, Hindoostan.—*Assistant Sorabjee Merwanjee*.

THIRD PARSEE CLASS—No. 22. McCulloch's Series of Lessons, 40 pages. Guy's Grammar, Syntax. Catechism of the Maratha History, 10 pages. Guy's Geography, Europe, Asia, Nichol's Geography, Hindoostan.—*Monitor Ballajee Jummasunker*.

## HINDOO CLASSES.

## JUNIOR DIVISION.

FIRST CLASS—No. 32. Blair's Reading Exercises, 50 pages.—*Assistant Dadoba Pandoorung*. McCulloch's Grammar, Etymology.—*Assistant Narayan Shewsunker*.

SECOND CLASS—No. 31. Sequel to the English Spelling Book, 60 pages.—*Assistant Ramchunder Wassoodew.*

THIRD CLASS—No. 31. Murray's Spelling Book, 102 pages.—*Monitor Gunesh Narrien.*

FOURTH CLASS—No. 23. English Spelling Book, 56 pages.—*Monitor Balcrishna Luxumon.*

FIFTH CLASS—No. 15. English Spelling Book, 52 pages.—*Monitor Annunta Bullal.*

SIXTH CLASS—No. 14. English Spelling Book, 40 pages.—*Monitor Annunta Bullal.*

SEVENTH CLASS—No. 17. English Spelling Book, 30 pages.—*Assistant Narrayen Shewsunker.*

EIGHTH CLASS—No. 10. English Spelling Book, 28 pages.—*Assistant Dadoba Pandoorung.*

#### PARSEE CLASSES.

FIRST CLASS—No. 31. Reading Exercises, 110 pages. McCulloch's Grammar Etymology.—*Assistant Rumchunder Dumanath.*

SECOND CLASS—No. 22. Blair's Reading Exercises, 64 pages.—*Monitor Maneckjee Hoosunjee.*

EXERCISES ON VERBS.—*Monitor Bhicajee Cowasjee.*

THIRD CLASS—No. 20. Sequel to the English Spelling Book, 58 pages.—*Monitor Maneckjee Hoosunjee.* Exercises on Verbs.—*Monitor Bhicajee Cowasjee.*

FOURTH CLASS—No. 17. Sequel to the English Spelling Book, 32 pages.—*Monitor Nowrojee Cursetjee.*

FIFTH CLASS—No. 35. Sequel to the English Spelling Book, 19 pages.—*Monitor Jemsetjee Bazenjee.*

SIXTH CLASS—No. 15. English Spelling Book, 34 pages.—*Monitor Baba Sonajee.*

SEVENTH PARSEE CLASS—No. 7. English Spelling Book, 22 pages.—*Monitor Ballajee Jumnasunker.*

EIGHTH PARSEE CLASS—No. 13. English Spelling Book, 16 pages.—*Monitor Baba Sonajee.*

## MAHOMEDAN CLASSES.

FIRST CLASS—No. 9. Blair's Reading Exercises, 41 Pages.—*Assistant Dadoba Pandoorung.* Guy's Grammar, 50 pages.—*Assistant Syed Mahomed Syd.*

SECOND CLASS—No. 4. Murray's Spelling Book, 153 pages.—*Assistant Syed Mahomed Syd.*

THIRD CLASS—No. 8. Murray's Spelling Book, 102 pages.—*Assistant Mahomed Syd.*

FOURTH CLASS—No. 11. English Spelling Book, 50 pages.—*Monitor Mahomed Ismael Chorgay.*

FIFTH CLASS—No. 5. English Spelling Book, 20 pages.—*Assistant Mahomed Syd.*

## PORTUGUESE CLASSES.

FIRST CLASS—No. 6. McCulloch's Series of Lessons, 20 pages.—Guy's Grammar, Syntax, Goldsmith's Geography, Definitions, Europe.—*Assistant Mr. DeSilva.*

SECOND CLASS—No. 10. McCulloch's Series of Lessons, 32 pages—McCulloch's Grammar, 172 pages—Goldsmith's Geography, Definitions, Europe.—*Assistant Mr. DeSilva.*

THIRD CLASS—No. 12. Murray's Spelling Book, 156 pages.—*Monitor John Joseph Viegas.* McCulloch's, 30 pages.—*Assistant Mr. DeSilva.*

FOURTH CLASS—No. 13. Murray's Spelling Book, 118 pages.—*Monitor John Joseph Viegas.*

## MATHEMATICAL AND ARITHMETICAL CLASSES.

## SENIOR DIVISION.

FIRST CLASS,—No. 23, The first 3 books of Euclid.—*Teacher, Ball Gungadhur Shastree.* Bonnycastle's Algebra, Surds.—*Assistant Dadoba Pandoorung.* The second and third Sets of Morrison's Book-keeping by double entry.—*Assistant Ramchunder Wassoodew.*

SECOND CLASS—No. 25. 15 Propositions of the 1st Book of Euclid. Bonnycastle's Algebra, the commencement of Surds. *Teacher, Ball Gungadhur Shastree.* The second and third Sets of Morrison's Book keeping by double entry.—*Assistant Ramchunder Wassoodew.*

THIRD CLASS—No. 25. The definitions, Postulates and Axioms of the 1st Book of Euclid. Four Problems in Mensuration from Joyce's Arithmetic, Hutton's Algebra, 2nd Case of Addition, Morrison's Book-keeping by single entry.—*Assistant Ramchunder Wassoodew.*

FOURTH CLASS—No. 19. Joyce's Arithmetic, 158 Pages. Mental Arithmetic—*Assistant Venayek Wassoodew.*

FIFTH CLASS—No. 24. Joyce's Arithmetic, 146 Pages.—*Assistant Narayen Shewsunker.*

SIXTH CLASS—No. 23. Joyce's Arithmetic, 146 Pages.—*Assistant Venayek Wassoodew, Mental Arithmetic—Assistant Ragoonath Jagonath.*

### JUNIOR DIVISION.

FIRST CLASS—No. 17. Joyce's Arithmetic, 120 Pages.—*Assistant Ramchunder Dinanath. Idiomatical Exercises, 46 Pages. School Dialogues, 40 pages.—Monitor Baba Sonajee.*

SECOND CLASS—No. 22. Joyce's Arithmetic, 115 Pages. School Vocables, 126 pages. School Dialogues, 40 pages.—*Monitor Baba Sonajee.*

THIRD CLASS—No. 34. Joyce's Arithmetic, 115 pages.—School Dialogues, 140 pages.—*Assistant Narayen Shewsunker.*

FOURTH CLASS—No. 31. Joyce's Arithmetic, 101 pages.—*Assistant Venayek Wassoodew. Exercises of the Tenses—Monitor Pootoba Jagonath. Mental Arithmetic.—Monitor Succaram Bullal.*

FIFTH CLASS—No. 38. Joyce's Arithmetic, 88 pages. School Vocables, 75 pages.—*Assistant Narayen Shewsunker.*

SIXTH CLASS—No. 34. Joyce's Arithmetic, 66 Pages. School Vocables, 40 pages.—*Assistant Ramchunder Wassoodew.*

SEVENTH CLASS—No. 23. Joyce's Arithmetic, 57 Pages. School Vocables, 35 pages.—*Assistant Syed Mahomed Syd.*

EIGHTH CLASS—No. 22. Joyce's Arithmetic, 65 pages.—*Monitor Balcrishna Luxumon.*

NINTH CLASS.—No. 38. Joyce's Arithmetic, 38 pages.—*Assistant Syed Mahomed Syd.*

TENTH CLASS—No. 42. Joyce's Arithmetic, 33 pages.—*Monitor Narayen Mahadew.*

ELEVENTH CLASS—No. 32. Joyce's Arithmetic, 30 pages.—*Monitor Bhaoo Narayen.*

TWELFTH CLASS—No. 76. Joyce's Arithmetic, 14 pages.—*Monitor Joseph deCosta.*

## FORT ENGLISH SCHOOL.

No. of Boys, 125—Teacher *NOWROJEE FURDONJEE*.

## ENGLISH CLASSES.

FIRST CLASS—No. 9. History of England to the reign of Charles I., Goldsmith's Geography, The use of the Globes, Translation from the History of England into the vernacular languages, Written translations from Goojaratee into English, Murray's English Grammar.

SECOND CLASS—No. 17. Calcutta English Reader, and viva voce translations :—Clifts' Geography, Asia, Europe, and Africa, 44 pages. Idiomatical Exercises, Roots and Derivations.

THIRD CLASS—No. 41. Blair's Reading Exercises, and Viva Voce translations :—Murray's Abridged Grammar, Orthography, Etymology and Derivation.—*Assistant Pandit Bhugwant Rao*.

## LOWER DIVISION.

FIRST CLASS—No. 35. Reading English Spelling Book :—Viva voce translations from English into Goojaratee, English and Goojaratee Vocabulary, with corresponding terms in Maratha.—*Assistant Bhoжелal*.

SECOND CLASS—No. 10. English Spelling Book, and corresponding words in the Goojaratee and Maratha languages.—*Assistant Ghoolam Sahib Chorgay*.

THIRD CLASS—No. 13. First English Spelling Book, 24 pages and corresponding words in English and Maratha.—*Assistant Ghoolam Sahib Chorgay*.

## ARITHMETICAL CLASSES.

FIRST CLASS—No. 12. Joyce's Arithmetic as far as Allegation.

SECOND CLASS—No. 13. Arithmetic as far as Division of Vulgar Fractions.

THIRD CLASS—No. 44. Joyce's Arithmetic as far as the Rule of Three.—*Assistant Pundit Bhugwant Rao*.

**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, pp. 64-65.**

Subject : *Appendix E—List of Vernacular Schools supported by the Native Education Society in Bombay.*

## FORT ENGLISH SCHOOL.

No. of Boys, 125—Teacher *NOWROJEE FURDONJEE*.

## ENGLISH CLASSES.

FIRST CLASS—No. 9. History of England to the reign of Charles I., Goldsmith's Geography, The use of the Globes, Translation from the History of England into the vernacular languages, Written translations from Goojaratee into English, Murray's English Grammar.

SECOND CLASS—No. 17. Calcutta English Reader, and viva voce translations :—Clifts' Geography, Asia, Europe, and Africa, 44 pages. Idiomatical Exercises, Roots and Derivations.

THIRD CLASS—No. 41. Blair's Reading Exercises, and Viva Voce translations :—Murray's Abridged Grammar, Orthography, Etymology and Derivation.—*Assistant Pandit Bhugwant Rao*.

## LOWER DIVISION.

FIRST CLASS—No. 35. Reading English Spelling Book :—Viva voce translations from English into Goojaratee, English and Goojaratee Vocabulary, with corresponding terms in Maratha.—*Assistant Bhogeelal*.

SECOND CLASS—No. 10. English Spelling Book, and corresponding words in the Goojaratee and Maratha languages.—*Assistant Ghoolam Sahib Chorgay*.

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## ARITHMETICAL CLASSES.

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THIRD CLASS—No. 44. Joyce's Arithmetic as far as the Rule of Three.—*Assistant Pundit Bhugwant Rao*.

**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, pp. 64-65.**

Subject : *Appendix E—List of Vernacular Schools supported by the Native Education Society in Bombay.*

Appendix E—List of Vernacular Schools supported by the Native Education Society in Bombay

Names of Masters	Schools	Total No. of Boys	No. of Classes	No. of Boys in each class	Studies
INSPECTOR					
Gungadhur Shastree Phurkay			8	96	Rg, Wg, Gram, Geo, use of the Maps, 1 Vol. of Math. Rule of three.
Narayan Bhut, Head Master			7	19	Rg, Wg, and Arithmetic, Tables of Weights and Measures.
Bhickajee Bhasker, Assistant Master	Murathee Central School	198	6	26	Rg, Bodh Wuchun, Division.
Gunesh Ramchunder, Monitor			5	8	Ditto Do. Multiplication.
Junardhun Narayen			4	10	Spelling
			3	27	Ditto
			2	12	Ditto
					Subtraction.
					Addition.
					Numeration.
Gunesh Ramchunder	Cuppoor Wady	60	8	38	Rg, Wg, Gram, Geo, use of the Maps, 1 Volume of Mathematics.
			7	2	Reading, Bodh Kutha, Tables of Weights and Measures.
			6	6	Bodh Wuchun, and Division.
			5	4	Spelling
			4	2	Spelling
			3	4	Ditto
			2	2	Ditto
			1	2	Alphabets
					Figures.

Names of Masters	Schools	Total No. of Boys	No. of Classes	No. of Boys in each class	Studies
Wishnoo Gungadhar	Taylor's Lane	44	8	15	Rg, Wg, Gram, Geo, use of the Maps, Rule of three.
			7	3	Reading, Bodh Kutha, Compound Division.
			6	6	Ditto Bodh Wuchun, Multiplication.
			5	9	Spelling, Numeration.
			4	0	
			3	3	Ditto Figures.
			2	4	Ditto do.
			1	4	Alphabets do.
INSPECTOR					
Gungadhar Shastree Phurkay			8	48	Rg, Wg, Gr, Geo, use of the Maps, 1st Vol. Mathematics, Rule of three.
			7	10	Reading, Dodsley's Fables, Compound Division.
			6	13	Ditto Bodh Wuchun, Simple Division.
			5	10	Spelling, Multiplication.
Khemjee Hurjeevon Josey, Head Master	Goojratee Cen- tral School	135	4	17	Ditto Subtraction.
Furdoonjee Jemsetjee, Assistant Master			3	10	Ditto Addition.
Hurreeram Purshotum, Monitor			2	15	Ditto Numeration.
			1	12	Alphabets Figures.



Mookoond Hurjeevon Josey, Head Master	Fort School	141	8	42	R. W. Gram. Geo. use of the Maps, 1st Vol. Mathematics, Rule of three
			7	12	Reading, Dodsley's Fables, Compound Division.
			6	17	Ditto Bodh Wuchun, Simple Divi- sion.
Sheo Narayen Wishnooram, Assist. Master	Fort School	141	5	6	Ditto Spelling, Multiplication.
			4	14	Spelling Subtraction.
			3	21	Ditto Addition.
Wishnooram Doolubram, Monitor			2	10	Ditto Numeration.
			1	19	Alphabets
			8	19	Reading, Grammar, Rule of three.
Ball Govind Bhagwun- dass, Master	Paedohnee	42	7	0	
			6	0	
			5	2	Spelling, Multiplication.
			4	4	Ditto Subtraction.
			3	9	Ditto Addition.
			2	4	Ditto Numeration.
			1	4	Alphabets, Figures.
			3	12	Reading, Grammar, Taleem Namuh 2nd Volume, Simple Division
Mahomed Hoossain Kutkutay	Old Cazee's St.	41	2	13	Reading, Taleem, Namuh 1st Vol., Subtraction.
			1	16	Spelling, Addition.
Total ..		661			

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**Extract from the Twelfth Report (1839) of the Institution of the  
Society,**

Subject : *Appendix F—List*

POONA

No.	Place	Names of School Master	Where Master was Educated	Pay of Master
1.	Poona	.. Dajee Pandoorung Pethe	.. In the B.N.E.S. Schools	20
2.	do.	.. Dinkur Ranure	.. ditto	20
3.	do.	.. Pandoo Dewekur	.. ditto	20
4.	do.	.. Kooshaba Putwurdhun	.. ditto	20
5.	do.	.. Balkrishun Kanwie	.. Poona	12
6.	do. (in College)	Vishnoo Joshee	.. In the College	20
7.	Saswur	.. Naroo Ramchundur	.. B.N.E. Society	15
8.	Soopa	.. Gunesh Kashinath	.. Poonah School	10
9.	Indapoor	.. Raghoo Bachajee	.. B.N.E. Society	20
10.	Kulus	.. Ramchundur Gunesh Agashi	.. Poonah Society	7½
11.	Pabul	.. Bulwunt Rao Jaggunath	.. Poonah	10
12.	Tulligaum	.. Balkrishun Dew	.. Poonah	10
13.	Ootoor	.. Naroo Luximun Baput	.. B.N.E. Society	10
14.	Joonur	.. Veshnoo Sudeshewur	.. B.N.E. School	20
15.	Ghore	.. Vitul Ramchunder Putwurdhun	.. Poonah	8
16.	Kher	.. Kashinath Krishun Thorat	.. Poonah	12
17.	Chakun	.. Luximun Raja Ram Dew	.. Poonah	10
18.	Pimplegaum	.. Dadoo Trimbuk Durphure	.. Poonah	10
19.	Pulush Dew	.. Raghonath Ramchunder	.. Poonah	10

NUGGUR

1.	Nuggur	.. Ram Krishan Sudashiwur	.. Bombay N.E. Society	20
2.	do.	.. Moro Raghunath Kale	.. Ditto	20
3.	Nuggur	.. Chimnajee Sudashwur	.. ditto	15
4.	Nasick	.. Govind Trimbuck	.. ditto	20
5.	Trimbuck	.. Witul Punt Resbood	.. ditto	20
6.	Yewulun	.. Naroo Wittul Phurke	.. ditto	20
7.	Akolen	.. Pandoorung Trimbuck Bhowalker	.. ditto	20
8.	Kotool	.. Makund Trimbuck Bhowalker	.. Akolen School	10
9.	Sungaum Ner	.. Keshun Punt Bhawe	.. Bombay N.E. Society	20
10.	Shewgaum	.. Junardun Ramchundur	.. Poonah	12
11.	Nandoor	.. Ragoo Punt Kelkur	.. Poonah	12

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**pp. 66-69.**

*of Schools in the Deccan.*

**COLLECTORATE.**

No.	No. of Scholars by last Return	Range of Study in the School	General Character of the School	General Remarks
1.	100	Reading, Writing, Grammar, Geogra- phy, Algebra, Geometry ..	Good	There is a decrease in several Schools of the usual number of Scholars; occasioned partly by this being the season of marriages and partly by the prevalence of the Cholera.
2.	74	R. W. Gram. Geo. Geography, Algebra..	do.	
3.	65	Ditto	do.	
4.	67	R. W. Gram. Geo. Algebra, Geom. ..	do.	
5.	55	R. W. Catm. of Gram. Geo. Algebra, to Equations ..	Middling	
6.	34	R. W. Gram. Geo. Algebra, Geom. ..	Good	
7.	63	R. W. Gram. Geo. Algebra, Geom. Mensuration ..	Good	
8.	50	R. W. Catm. of Gr. Geo. Alg. (Multiplication) ..	Middling	
9.	75	R. W. Catm. of Gr. Geo. Alg. Equa. ..	Good	
10.	18	R. W. Fellowship ..	Inferior	
11.	61	R. W. Catm. of Gram. Geo. Multiplic: of Algebra ..	Middling	
12.	57	R. W. Grammar, Geo, Algebra ..	Good	A New School A New School A New School A New School A New School
13.	40	R. W. Algebra ..	Middling	
14.	145	R. W. Catm. of Gram. Algebra ..	Good	
15.	65	R. W. Gram. Algebra, Surds ..	Middling	
16.	71	R. W. Gr. Geo. Alg. Add. Sub. ..	Good	
17.	69	R. W. Cat. of Gr. Geo. Decimals ..	Middling	
18.	28	R. W. Catm. of Gr. and Geo. Extract of Square and Cube ..	do.	
19.	45	No return yet ..	New School	

**COLLECTORATE.**

1.	85	R. W. Gr. Geo. Alg. Geom. Trig. ..	Good	
2.	101	R. W. Gram. Geography Algebra ..	do.	
3.	68	R. W. Gram. Geo. Alg. beginning ..	Middling	
4.	71	R. W. Gram. Geo. Algebra ..	Good	
5.	73	R. W. Gram. Geo. Algebra ..	do.	
6.	112	R. W. Gram. Mensuration ..	Middling	
7.	121	R. W. Gram. Geo. Algebra ..	Good	
8.	40	R. W. Catm. of Geo. Gram. Algebra ..	Middling	
9.	82	R. W. Cat. of Geo. Gram. Algebra ..	Good	
10.	67	R. W. Cat. of Geo. and Gram. Alg. ..	do.	
11.	22	R. W. Cat. of Gr. Compd. Multiplic ..	do.	A New School

No.	Place	Names of School Master	Where Master was Educated	Pay of Master
SHOLAPOOR				
1.	Sholapoor	.. Naroo Bhickajee	.. Bombay N.E. Society	15
2.	Barsee	.. Ram Krishun Rugunath	.. Poonah	15
3.	Mohol	.. Huree Keshun Kale	.. Bombay N.E. Society	15
4.	Marhu	... Shumbhajee Sudasiwar Ghoolen..	Poonah	10
SOUTHERN				
1.	Rutnagherry	.. Krishnajee Bullal Somun	.. Bombay N.E. Society	20
2.	do.	.. Babjee Hur Sawunt	.. Rutnagherry	12
3.	Rajapoor	.. Rughoonath Shastree Sata	.. Bombay N.E. Society	12
4.	Gohagur	.. Vishnoo Babjee Sane	.. ditto	20
5.	Dabhol	.. Balum Bhut Wujhe	.. ditto	12
6.	Chiploon	.. Vishnoo Padhyenjee Gorajur	.. ditto	20
7.	Mooroor	.. Mahadojee Govind Bhire	.. Poonah	10
NORTHERN				
1.	Tannah	.. Bacharya Shastree & Assistant .. Wishnoo Punt Khure	Bombay N.E. Society	20 & 10
2.	Bassein	.. Dajee Moreshwur	.. ditto	12
3.	Panwell	.. Dinkur Gunesh	.. ditto	20
4.	Callian	.. Vittul Abajee Ranure	.. Poonah	20
5.	Duhwulee	.. Gunesh Ramchundur	.. ditto	15
6.	Penn	.. Bal Krishun Unnut	.. ditto	10
7.	Birwaree	.. Narayen Kurundekur	.. Poonah	10
8.	Dahnnoo	.. Govind Rugunath Baput	.. Bombay N.E. Society	13
9.	Amergaum	.. Govind Dinkur Chitule	.. ditto	12
10.	Mhar	.. Cassinath Bapoojee Ok	.. Poonah	12
11.	Kelwa Mahim	.. Chintoo Gopal Patunkur	.. ditto	12

N.B.—The above schools are Government ones, supplied only with Book  
The above return, which is more full and complete than any

No.	No. of Scholars by last Return	Range of Study in the School	General Character of the School	General Remarks
COLLECTORATE.				
1.	87	R. W. Cat. of Gram. and Geom. 1st Vol. of Jervis	.. Good	The present Master has only just been appointed, under him the School will improve.
2.	50	R. W. Cat. of Gram. and Geom. 1st Vol. of Algebra	.. Middling	
3.	91	R. W. Cat. Gram. Geo. & Algebra	.. Good	
4.	34	R. W. Cat. of Gr. Geo. & Algebra	.. Middling	
CONCAN.				
1.	131	R. W. Gr. Geo. Algebra, Beometry	.. Excellent	Improving
2.	95	R. W. Cat. of Gr. Geo. Position	.. Middling	
3.	68	R. W. Cat. of Gr. & Geo. Position	.. Middling	
4.	99	R. W. Cat. of Gr. & Geo. Algebra	.. Good	
5.	44	R. W. Cat. of Gr. Geo. Algebra	.. Middling	Improving
6.	98	R. W. Cat. of Gr. and Geo. Alligation, Position	.. do.	
7.	60		Good	
CONCAN.				
1.	96	R. W. Gram. Geo. Algebra	.. Middling	Improving
2.	65	R. W. Cat. of Gr. Geo. Progression	.. Middling	
3.	62	R. W. Cat. of Gr. & Geo. Decimals	.. do.	Lately renewed
4.	109	R. W. Cat. of Fr. & Geo. Extract Square & Cube	.. do.	
5.	39	R. W. Compd. Addition	.. Renewed	
6.	89	R. W. Cat. of Gr. Geo. Chain Rule of three	.. Good	
7.	50	ditto	New	
8.	75	ditto		
9.	50	ditto		
10.	75	ditto		
11.	75	ditto		

from the Native Education Society, which exercises no control over them.  
previously printed, has been inserted for general information. J.B.

The total number of Schools in the Sudur Towns and the Subordinate Stations, as shewn by the above tables, is 52, viz. 19 in the Poona Collectorate, 11 in the Nuggur Collectorate, 4 in the Sholapoor Collectorate, 7 in the Southern Concan, and 11 in the Northern Concan.

The following schools have been established since the first of May, the date of Captain CANDY'S Annual Report.

No.	Place.	Collectorate.	Remarks.
1.	Joonur	.. Poona	.. This School was transferred from Vicar.
2.	Ghore	.. do.	
3.	Kher	.. do.	
4.	Chakun	.. do.	
5.	Pulusden	.. do.	.. Established on the reduction of Kulus.
6.	Pimplegaum	.. do.	
7.	Nandoor	.. Nuggur	
8.	Penn	.. Northern Concan	
9.	Birwaree	.. do.	
10.	Dhanoo	.. do.	.. Established in the allowance of the former Assistant Tannah School.
11.	Amergaum	.. do.	
12.	Mhar	.. do.	
13.	Kelwa Mahim	.. do.	

The total number of Scholars in the above 25 Schools is 3666 viz.\* 1182 in the Poona Collectorate, 842 in the Sholapoor or 595 in the Southern Concan and 785 in the Northern Concan.

\* The note should have been as under:

No. of Pupils		No. of Pupils	
(1) Poona Collectorate:	1182	(4) Southern Concan:	595
(2) Nuggur Collectorate:	842	(5) Northern Concan:	785
(3) Sholapur Collectorate:	262		
		Total	3,666

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**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, page 70.**

Subject: *Appendix G—List of Government Schools in the District of Guzerat.*

No.	Cities, Towns, &c.	Names of the School Masters.	No. of Boys in each School.
1	Surat	Doorgaram Munsaram	60
2	do.	Pranshunker Oomanath	60
3	Oolpar	Echaram Weshwanath	25
4	Mota	Nerbhairam Jaishunker	30
5	Cheeklee	Hurreeram Asharam	0
6	Bulsar	Sheoprasad Roopram	30
7	Bugwara	Sheinaryun Nahnabhaee	25
8	Jullalpoor	Zucmeram Nurothum	25
9	Kudode	Jugjeevun Sadaseo	25
10	Nargole	Kashenath	25
11	Broach	Mookoondram Asharam	125
12	do.	Pranlal Jeevunram	75
13	Unklesur	Madhewram Umbaram	50
14	Aumode	Kesoram Weshonath	40
15	Jumboosur	Vukhutram Ajramur	30
16	Kaira	Luxmenarayan Sevukram	50
17	Nerriad	Mayaram Jaishunkeer	30
18	Mahmodabad	Runchore Deoram	30
19	Mahooda	Nahanabhaee Runchore	30
20	Kupurvun	Sheolal Runchore	30
21	Oomreth	Moorajee Kevulram	40
22	Matur	Tooljaram Umbaram	50
23	Ahmedabad	Toogaram Sookhram	50
24	do.	Goureesunkur Krepashunkur	40
25	Dholeka	Nurbhairam Govindram	30
26	Dhundooka	Jugunnath Gerjashunkur	30
27	Gogo	Jaishunkir Hureeram	25
28	Veerungaum	Bhuvaneshunkur Do.	20
29	Rajkote	Trumbukrath Ramnath &c	80
Total			1160 Boys.

## 101

**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, page 71.**

Subject: *Appendix H—General Abstract of Boys under instruction in schools supported by the Elphinstone College and Native Education Society and in those supported by Government and supplied with Books and Teachers by the Society.*

On the Island of Bombay, Supported by the Society.

English Central School	...	...	...	...	...	550
do. Fort do.	...	...	...	...	...	125
Total in Murathee Schools	...	...	...	...	...	302
Ditto in Goojrathee do.	...	...	...	...	...	318
Ditto in Hindoostanee do.	...	...	...	...	...	41
Total						1336
Ditto in Government Schools	Murathee Districts	3666				
Ditto in do.	Goojrathee do	1160	...	...	...	3666
* Grand Total of boys under Instruction						5002

Exclusive of those in the Schools of the various Regiments, from which no returns are received.

- 26 of Native Infantry.
- 3 of do. Cavalry.
- 1 Goojrathee Provincial Battalion.
- 1 Bheel Corps.
- 1 Golundaze Battalion.
- 1 Marine Battalion.
- 1 Native Veteran Battalion.
- 1 Ahmednuggur Police Corps.

Total 35 Regiments, which are furnished by the Society, with Teachers and School Books, paid for by Government.

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\* The Grand Total of Boys under Instruction should be 6162 inclusive of the number in the Government Gujarati schools in the Districts.



## 102

**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, page 72.**

Subject : *Appendix I—List of Books printed and lithographed by the Society since last Report.*

## ENGLISH.

- 500 sett of Forms of Bills of Parcel, Invoice, Account Current, &c.
- 300 Spelling Books.

## MURATHEE.

- 1000 copies of Bodh Wuchun or advice to Children.

## GOOJRATHEE.

- 1000 copies of England Deliniated.
- 1000 do. Gungadhur's Grammar.

## 103

**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, page 72.**

Subject : *Appendix J—(1) List of Books Commissioned and received from England during the year 1839 ; (2) List of Books procured, 1839, from Calcutta for the College ; and (3) List of Books procured from England, 1839, for the Library.*

List of Books commissioned and received from England during the year 1839.

- 55 Mcculloch's Grammar.

List of Books procured, 1839, from Calcutta, for the College.

- 100 copies Clift's first Geography.
- 50 do. Nicholls Geography.
- 20 do. Woollaston's Physical Geography.
- 30 do. Tassin's School Atlas.
- 5 do. Yates's Vocabulary, English and Sascrit.
- 15 do. Marshman's History of India, Part I.

List of Books procured, from England, 1939, for the Library.

68th Tom. Annals De Chemie.

69th do. do. do.

1 Vol. Philosophical Transactions for 1838.

70th Tom. Annals de Chemie.

## 104

### **Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, page 73.**

Subject: *Appendix K—(1) List of Books subscribed for by the Native Education Society; (2) List of Books subscribed for by the Elphinstone College; and (3) Books presented by Government.*

List of Books Subscribed for by the Native Education Society, and received during the year 1839.

#### ENGLISH.

- 404 Copies Joyce's Arithmetic.
- 59 do. Key to Joyce's Arithmetic.
- 26 do. School Atlas.
- 6 do. Arabian Nights.
- 475 do. Abridgement of the History of England.
- 437 do. Sequel to the little Spelling Book.
- 200 do. Catechisms of Geography, and History of the Marathas.
- 100 do. Morrison's Book-keeping.

#### MURATHEE.

- 400 copies of the account of the Ancient Egyptians.

#### GOOJRATHEE.

- 25 copies Sumsar Chopree.

#### MURATHEE AND ENGLISH.

- 300 copies Idiomatical Exercises.

List of Books Subscribed for by the Elphinstone College.

- 30 copies Morrison's Book-keeping, printed in Bombay.
- 150 do. Idiomatical Exercises in English and Murathee.
- 10 do. History of England translated into Goojrathee.

## Books presented by Government.

- 1 copy a Map of Hindoostan with the names in English and Persian.
- 2 copies. The Rev. Mr. Taylor's examination, and analysis of Colonel McKenzie's Manuscripts.
- 2 do. The Alif Laila or Book of the Thousand Nights, in the Arabic language, Vol. I. and II.
- 2 do. Torren's translation of the I Vol. of the same.
- 2 do. The Report of the Committee, of public Instruction at Calcutta, for 1837.

## 105

**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and School of the Native Education Society, pp. 76-81.**

Subject : *Appendix N—Depository List of the Bombay Native Education Society's Works.*

NAMES OF BOOKS	Copies remaining on the 1st Jan. 1840	Price of each copy
1	2	3
Beejah Gunnit, or Elements of Algebra—translated from the works of Dr. Hutton and Bonnycastle, by Lieut. Col. G. Jervis, late Secretary to the Society .. ..	60	Rs. a. p. 3 0 0
Kurtuvya Boomittee, or Practical Geometry—translated from the course compiled by Col. Pasley of the Royal Engineers—by do. do. ..	238	5 0 0
Longarithms, Tables of by ditto ditto ..	1434	0 4 0
Triconamittee, or a Treatise on Plane Trigonometry and Mensuration of Heights and distances, with Tables of Longarithmic Sines, Tangents &c. by ditto ditto .. ..	227	2 0 0
Shickshamalla,—A course of Mathematics, 1st Volume—by ditto ditto ditto ..	590	2 8 0
Ditto 2d Volume ditto ditto ..	75	10 8 0
Adikarun Bhoomittee, or Elements of Geometry, translated from Dr. Hutton's course of Mathematics, by ditto ditto ..	407	3 0 0
Budh Kutha,—translated from Tarrachund Dutt's Pleasing Tales, by Sadashiw Cassinath Chutray late Native Secretary to the Society ..	781	0 8 0

1	2	3
		Rs. a. p.
Bodh Vuchun,—or Advice to Children in short sentences, by ditto .. ..	1085	0 8 0
Æsop Neeti Kutha, or Æsop's Fables by ditto ..	496	3 0 0
Ball Mitra, or a selection from Berquin's Children's Friend, 1st Vol. by ditto ditto ..	655	3 8 0
Ditto. Volume 2nd by Lt. T. Gaisford ..	579	4 0 0
Leepeedhara,—Containing the alphabet, combined letters and a collection of words from one to five syllables, by Pundits in the service of the Society .. ..	915	0 6 0
Vurnamalla,—or School Tables according to the Lancasterian system of Education, by ditto .. ..	117	12 0 0
Maharashtra Kosh, or a Murathee Dictionary for the use of the natives, by ditto ..	261	18 0 0
Supplements to Murathee Dictionary, by ditto ..	429	2 0 0
Punchopakhyan, .. ..	906	3 0 0
Shalla Pudhutee,—A Treatise on the management of Schools according to Lancasterian System of Education by Major J. Molesworth, a late Member of the Committee .. ..	235	0 12 0
Shilpavidiya,—or Treatise on Mechanics of the Library of useful knowledge, by Mr. W. Bell ..	198	8 0 0
Murathee Bukhur,—or Grant Duff's History of the Marathas, translated by Major D. Capon ..	632	6 0 0
Kitta,—or Specimens of Balbodh and Moree characters ..	444	0 1 0
Sarah Sangraha,—Pinnock's Cathechism of General Knowledge, by Ball Gungadhur Shastree Honorary Native Secretary to the Society ..	353	0 8 0
Mathematical. Geography, of the Library of useful Knowledge by ditto ditto ..	356	0 12 0
Ball Viakrun, a little Grammar by ditto ..	816	0 3 0
England Deshachee Bukhur, or History of England, translated by the European and Native Secretaries of the Society ..	700	5 0 0
Ditto 2nd Volume do. ..	824	6 0 0
Bhoogole,—or Dialogues on Geography and Astronomy, by Mr. W. B. Mainwaring and Ramchunder Shastree ..	329	4 0 0
Pudarth Vidnan,—or conversations on natural Philosophy, by Hurry Kessowjee, a member of the Translating Committee ..	294	6 0 0

1	2	3
		Rs. a. p.
Conversations on chemistry, by ditto ditto ..	392	16 0 0
Ball Ghoshtee, ..	27	0 6 0
Missur Deshachee Vrittant Kutha, or History Ancient Egyptians ..	772	0 8 0
Punchung, or Almanack, by Capt. R. Shortrede a member of the Translating Committee for 1836 ..	91	1 0 0
Kshetraphul Ghunphul, or Mensuration of Planes and Solids ..	935	0 12 0
England Deshachee Vurnun, or England De- lineated, by Nana Narayen ..	937	1 0 0
Gungadhur's Grammar ..	897	0 10 0
Dadoba's ditto ..	6	3 0 0
Neeti Kutha ..	352	0 4 0
Ball Oopdesh ..	817	0 3 0
Ankh Leepee, or Numeration Tables ..	746	0 4 0
Bhoogole Vidiyah, or little Geography ..	877	0 3 0
Hurry Kessowjee's History of England ..	27	3 0 0
Atlas, containing 9 Maps, by Dadoba Pandoorung and Nana Narayen ..	689	1 8 0
Jagti Jot ..	136	0 4 0
Wat Saraechi Goshta ..	172	0 3 0
Dialogues on the means of improving the condition of the people ..	109	0 2 0
The History of the Medes and Persians ..	385	0 4 0
Ditto of Assyrians and Babylonians ..	385	0 4 0
Ditto of Athenians ..	383	0 4 0
Adikaran Bhoomittee,—or elements of Geo- metry, by Lieut. Col. G. Jervis, late Secre- tary of the Society ..	157	3 0 0
Gunit,—1st Part 1st Edn. by ditto do. ..	26	2 8 0
Ditto, 1st Part 2nd do. by ditto do. ..	780	2 4 0
Ditto, 2nd Part 1st do. by ditto do. ..	469	2 8 0
Kurtavya Bhoomittee,—or Practical Geometry by ditto. ditto. ditto. ..	421	5 0 0
Tricnamittee.—or Treatise on the Plane Trigono- metry and mensuration of Heights and dis- tances &c. by ditto. ditto. ditto. ..	163	2 0 0
Beeja Gunnit, or Elements of Algebra, do. do... ..	147	3 0 0
Shicksha Malla,—A course of Mathematics in 2 Volumes, by ditto ..	657	10 0 0
Ditto 1st Volume. by ditto ditto ..	105	4 8 0

1	2	3
		Rs. a. p.
Gunnit,—Translated from the works of Hutton and Bonnycastle with book-keeping, by ditto ditto ..	755	4 8 0
Vidyana Oopdesh,—a Preliminary Treatise by ditto ditto ditto ..	218	1 8 0
Bodh Vuchun,—or advice to Children in short Sentences, by Pundits in the service of the Society 1st Edition ..	142	0 4 0
Ditto 2nd ditto, ditto ditto ..	1007	0 8 0
Fables, in Banyan Gujurathee, by ditto ditto ..	199	0 4 0
Ditto in Parsee do. by ditto ditto ..	1234	0 4 0
Leepedhara or Spelling, 2nd Ed. by ditto ditto ..	866	0 8 0
Æsop Neeti Kutha,—or Æsop's Fables by do. do. ..	316	2 0 0
Shollapudhuttee, a Treatise on the management of Schools by ditto ditto ..	803	0 12 0
Bhoogole,—or Dialogues on Geography and astronomy by ditto ditto ..	361	2 8 0
Dodsley's Fables—a Selection from—by Kissundass Jooguldass ..	811	0 6 0
Vurnmalla, or School Tables, according to Lancasterian System of Education, per set ..	297	12 0 0
Punchopkhyan ..	82	3 0 0
Gunnit,—Translated from the works of Hutton and Bonnycastle with book-keeping in M.S. ..	814	3 8 0
Kitta or Specimens of Gujarati Character ..	1863	0 1 0
Balmitra or Berquin childrens friend, 1st Vol. by Runchoredass Girdhurbæe, Goojrathee Inspector ..	1782	2 0 0
Ankh, Leeppee, or Numeration Tables, by Pundits in the service of the Society ..	964	0 4 0
Atlas, containing 9 Maps, by Dadoba Pandoorung and Nana Narayan ..	936	1 8 0
Ball Viakrun, or little Grammar, by Ballgungadhur Shastree ..	808	0 3 0
Bhoogole Vidiyah, or little Geography do. do. ..	920	0 3 0
Ball Oopdesh, or advice to children do. do. ..	973	0 3 0
Kshtraphul Ghunphul, or mensuration of Plane and Solids by—ditto ditto ..	996	0 12 0
Sumsar Chopree ..	13	2 8 0
England Delineated ..	987	1 0 0
Gungadhur's Grammar ..	1000	0 10 0
Ditto Ditto in Balbodh Character ..	500	0 10 0

1	2	3
<b>PERSIAN</b>		<b>Rs. a. p.</b>
Unwari Sohili ..	76	10 0 0
Dewani Hafiz ...	185	4 0 0
Yusoof wa Zuleekha of Jami ..	99	4 0 0
Insha ..	74	0 8 0
Lumsden's Persian Grammar 2 vols. ..	6	10 0 0
Ressaleh Tahleeluth Tukfeef ..	6	1 0 0
Table, exhibiting in one connected view the subdivision and measures of nouns &c ..	31	5 0 0
Tareekhi Negaristan ..	180	5 0 0
Meerati Sekundri ..	161	8 0 0
Tareekhi Ferishta in 2 volumes ..	380	25 0 0
Goolistan of Sadi ..	636	3 0 0
<b>HINDOOSTANEE</b>		
Jamee-ool-Hickayat ..	229	3 0 0
Gilchrist's Oriental Linguist ..	4	1 0 0
Map of the Globe ..	20	5 0 0
Tytlers Elements of General History, Translated by Lewis da Costa Esq. Calcutta, for the Society in 3 Volumes ..	497	7 0 0
Taleem, Containing moral Sentences and Tales, Rules of Arithmetic, Grammatical Rules, Forms of letters, Deeds, &c. Volume 1st by Mahomed Ibrahim Mukba Esq. a Member of the Society ..	955	0 12 6
Do. do.—2nd Volume ditto ditto ..	1014	0 12 6
<b>ENGLISH</b>		
Borradaile's Report in 2 Volumes ..	129	15 0 0
Adair's little Grammar ..	102	1 0 0
Nicholson's Mathematics ..	60	10 0 0
Key to ditto ..	11	4 0 0
Prefix and Affixes ..	1000	0 2 0
Questions on the History of England ..	929	0 5 0
Questions for General Examination ..	196	0 3 0
Little, Spelling Book ..	161	0 6 6
Mill's British India in 6 Volumes Russia ..	46	31 4 0
Gibbon's Rome in 8 ditto ditto ..	3	37 8 0
Grant Duff's History of the Marathas in 3 do. ..	7	18 12 0
Murray's Grammar in 2 Volumes ..	76	15 10 0
Anacharsis Travels in Volumes with plate ..	6	34 6 0
Bingley's useful Knowledge in 3 Volumes ..	10	12 8 0

1	2	3
		Rs. a. p.
Tables of weights and measures ..	219	0 1 0
Account of India ..	215	1 0 0
Etymological Manual ..	377	0 3 0
Joyce's Arithmetic ..	677	2 0 0
Key to Joyce's Arithmetic ..	66	1 0 0
Abercrombie on the Intellectual Power ..	8	6 6 0
Ditto. on the moral feelings ..	14	4 4 0
Milton's Poems ..	12	4 2 0
Abridgment of the History of England ..	913	1 1 0
Sequel to little Spelling Book ..	789	0 8 6
McCulloch's Grammar ..	22	0 12 0
Ditto Series of lessons in Prose and Verse ..	47	1 4 0
Lock's on the Understanding ..	14	6 4 0
Forms of Bills, Invoice, &c. containing 7 in a Set ..	484	0 3 0
Morrison's Book-keeping ..	100	3 8 0
SUNSKRIT		
Colebrooke's Grammar ..	38	5 0 0
Forster's Essay's ..	23	10 0 0
ARABIC		
Futavi Humadi ..	64	5 0 0
Tujnees-oo-Loogath ..	102	0 4 0
Bailie's Arabic Tables ..	4	1 0 0
Locket's miut Amil ..	20	3 0 0
Lumsden's Grammar ..	20	10 0 0
Muckamatool Hureeree ..	10	10 0 0
Sumsayah ..	7	1 0 0
Tulkhees ..	5	1 0 0
MURATHEE AND ENGLISH		
Kennedy's Dictionary ..	380	6 0 0
Stevenson's Principles of English Grammar ..	1731	4 0 0
Idiomatical Exercises bound ..	184	2 12 0
Ditto do. Stitched in 3 parts ..	99	2 8 0
MISCELLANEOUS		
Map of the world in English and Nagree Characters ..	57	1 0 0
Hough's Burman Vocabulary ..	3	3 0 0
Ditto ditto Dictionary ..	16	5 0 0
Taloolakhan's Turkish Grammar ..	11	3 0 0
Bouton Dictionary ..	11	5 0 0



It is requested the applications for Books be made to Mr. A. Viegas, the Depository of the Society, who is authorized to give the necessary Receipts for payments made to him.

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**Extract from the Twelfth Report (1839) of the Institution of the Elphinstone College and the School of the Native Education Society, pp. 82-84.**

Subject: *Appendix O—General List of Subscribers to the Bombay Native Education Society for the year 1839.*

(Those whose names are in Asterisk, are Office Bearers of the Society.)

<i>Names of Subscribers.</i>				<i>Amount of Annual Subscription.</i>		
A.				Rs.	A.	P.
* Awdry, The Hon'ble Sir John Wither, Knight, Chief Justice and Vice President	...	...	...	100	-	-
* Akbar Ali Khan, Esq.	...	...	...	100	-	-
B.						
* Bruce, W. C. Esq.	...	...	...	30	-	-
* Barr, D. Colonel	...	...	...	50	-	-
* Bomanjee Hormusjee, Esq.	...	...	...	100	-	-
* Ball Gungadhur Shastree, Esq.	...	...	...	10	-	-
C.						
* Cursetjee Jemsetjee, Esq.	...	...	...	50	-	-
Cursetjee Ardaseer, Esq.	...	...	...	71	-	-
Cursetjee Cowasjee, Esq.	...	...	...	50	-	-
Cursetjee Pestonjee, Esq.	...	...	...	25	-	-
Crushtnath Narronjee, Esq.	...	...	...	25	-	-
D.						
* Dadabhoy Pestonjee, Esq.	...	...	...	50	-	-
Dhunjeebhoy Framje, Esq.	...	...	...	30	-	-
* Dhackjee Dadajee, Esq.	...	...	...	50	-	-
De Cruz, Mathews, Esq.	...	...	...	20	-	-
Dinshaw Sorabjee, Esq.	...	...	...	15	-	-

Names of Subscribers.				Amount of Annual Subscription.		
E.				Rs.	A.	P.
Eisdale, D. A. Esq.	...	...	...	15	-	-
F.						
* Farish, The Hon'ble James, Esqr. vice President of the Society	...	...	...	100	-	-
Faweett, Henry, Esq.	...	...	...	50	-	-
* Framjee Cawasjee, Esq.	...	...	...	150	-	-
Framjee Cawasjee, Esq.	...	...	...	50	-	-
Furdoonjee Limjee, Esq.	...	...	...	25	-	-
Framjee Ruttonjee, Esq.	...	...	...	10	-	-
Furdoonjee Sorabjee, Esq.	...	...	...	25	-	-
H.						
* Henderson, T. W. Esq.	...	...	...	30	-	-
* Hurry Kessowjee, Esq.	...	...	...	15	-	-
Hewitt, W. V. Captain (London) thro' Messrs. Forbes and Co.	...	...	...	118	-	-
Hormusjee Bickajee, Esq.	...	...	...	15	-	-
Hormusjee Dorabjee, Esq.	...	...	...	12	-	-
Hurrychund Narronjee, Esq.	...	...	...	6	-	-
* Howard, W. Esq.	...	...	...	50	-	-
J.						
* Jemsetjee Jeejeebhoy, Esq.	...	...	...	150	-	-
* Jugonathjee Sukersett, Esq.	...	...	...	150	-	-
K.						
* Kumrooddeen Doula, Hushmut Jung Bahadoor, His Excellency the Nawab of Surat, and vice President of the Society	...	...	...	150	-	-
Kemchund Moteechund, Esq.	...	...	...	25	-	-
L.						
* Lord Bishop of Bombay, and vice President of the Society	...	...	...	30	-	-
* LeGeyt, P. W. Esq.	...	...	...	30	-	-

Names of Subscribers.		Amount of Annual Subscription.	
M.		Rs.	A. P.
Marriott, S. Esq.	...	30	- -
* Machie, W. Esq.	...	35	- -
Montriau, W. A. Esq.	...	50	- -
* Mahomed Ali Rogay, Esq.	...	100	- -
* Mahomed Ibrahim Mukba, Esq.	...	25	- -
Manickjee Limjee, Esq.	...	15	- -
Mahomed Seyd Rogay, Esq.	...	35	- -
* Manockjee Cursetjee, Esq.	...	15	- -
* Meerza Ali Mahomed Khan, Esq.	...	30	- -
N.			
Nowrojee Jemsetjee, Esq.	...	20	- -
O.			
Ovans, C. Colonel.	...	50	- -
P.			
Pestonjee and Nanabhoy Framjee, Esqrs.	...	50	- -
R.			
Rugoonath Hurrichundjee, Esq.	...	10	- -
Ramos, F. Mr.	...	10	- -
Ragoba Jewajee, Esq.	...	5	- -
Ramdass Heerachund, Esq.	...	15	- -
S.			
Shree Crushtna Vassodeojee, Esq.	...	10	- -
Succaram Bapoojee, Esq.	...	5	- -
Shapoorjee Pestonjee, Esq.	...	15	- -
Shabooden Gutty, Esq.	...	25	- -
Sadasew Pootlajee, Esq.	...	5	- -
Sheriff, Col. 1835, to 39.	...	100	-
T.			
* Thornbury, N. H. Capt. late Secretary to the Society		20	- -

<i>Names of Subscribers.</i>				<i>Amount of Annual Subscription.</i>		
V.				Rs. A. P.		
Viccajee Merjee, Esq.	...	...	...	25	-	-
W.						
* Willoughby, J. P, Esq.	...	...	...	50	-	-
Wilkinson, L. Esq.	...	...	...	30	-	-

Subscribers are requested to pay the amount of their Subscriptions to Mr. A. Viegas, the Collector of the Society, who is authorized to give the necessary receipts for the same, and to whom any omission or mistake in this List may be communicated.

PART III

NATIVE SCHOOL SOCIETY  
SOUTHERN CONKAN

(Extracts Nos. 107 to 116)

## 107

**Extract from the Bombay Secretariat Records—G.D. Volume 63 of 1824, pp. 371-84.**

- (1) First Report dated 1-1-1824 of the Proceedings of the Native School Society, Southern Conkan (established June 15th 1823).
- (2) Letter dated 25-2-1824 from the Superintendent of the Native School Society, Southern Conkan, to the Secretary to the Bombay Native School Society.
- (3) List of Subscribers and Donors to the Native and English Schools in the Southern Conkan (attached to the Report).
- (4) Minute by the Hon'ble the Governor.

Subject: *Government patronage solicited as the funds at the disposal of the Society were wholly inadequate for a general diffusion of education in the natives of all classes in the Southern Conkan.*

To

Captain G. Jervis,  
Secretary to the Native School Society,  
Bombay.

Sir,

I beg the favor of your laying before the Honorable the Governor, the accompanying report of a Society, formed under my direction, for the same benevolent purposes as the Society at the Presidency, namely, the general and gratuitous instruction of the poor of all classes in this province in their native languages, and for the purpose of rendering such assistance to existing schools as might be deemed advantageous.

While I refer to the list of subscriptions with satisfaction, considering how extremely unwilling the natives of all classes generally are to the promotion of any charitable institutions beyond the immediate range of their own faith and caste, it must be obvious that the means are wholly inadequate to such a general diffusion of education, as all who have any feeling or insight into the native character, must consider necessary and desirable.

The whole population would be benefitted by the institution of a few good schools, in each of the principal towns, throughout the Province; and besides bringing over that restless and discontented spirit which prevails amongst the numerous Brahmins more particularly, it would endear our Government and character to them all, and strike at the very root of many deplorable evils which as they are confirmed by ignorance and superstitions, have hitherto baffled the most wise and human exertions for their suppression. It is with more peculiar earnestness, therefore, that I solicit the aid of Government and the patronage and countenance of the Honorable the Governor on behalf of the natives

of this province, being every day more convinced that it is the only means of raising and enlarging those principles of action, which by oppressive and wicked Governments have been reduced to the lowest state of wretchedness and disgrace. It may be thought perhaps that I speak too forcibly, but I must refer those who deem the picture overdrawn, to the transactions in our public courts; and to the most respectable natives themselves who will fully confirm the character of their countrymen generally.

A residence of four years and a half in this Province has enabled me to state confidently how much such an extension of the benevolent aid of Government, would be appreciated by the people, and as the experiment has also been fully tried at three towns, with the limited means we ever possessed of, it is the humble request of the Society which I have the honor to superintend that the Honorable the Governor will be pleased to favor the subject with his consideration. There is no want of Teachers, but Funds and good elementary books in the Mooree as well as the Balbud character and that patronage and countenance which has given birth to some most valuable institutions and additional spirit to others.

I have the honor to be,  
T. B. Jervis,  
Superintendent of Native  
School Society, Southern Concan.

Dhakna,  
25th Febr. 1824.

P.S. The Society also humbly request that all correspondence connected with the schools may be permitted to pass free, the same being superscribed as relating solely to the native schools—which indulgence, as it will be fully appreciated, will on no account whatever be abused.

T. B. Jervis,  
Superintendent.

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*First Report of the proceedings of the Native School Society,  
Southern Concan, Established June 15th 1823.*

1. The Committee having met, and considered the expediency of forming a few rules, the same were drawn, out by Lieut. Jervis, and agreed to by the Society. A subscription being set on foot also, the sum of Rupees 850, was collected as donation; and rupees 791 as yearly subscription, which subscriptions are detailed on a list subjoined to the report.

2. A school for the instruction of the Natives in the Mahratta language was established at Rutnagherry, subsequently another school at Nandewra, and a third at Chiploon. Lieut. Jervis procured several books printed by the Society at the presidency, and some good historical works, which were introduced into the several schools. The children were divided into classes as proposed in the rules for the schools and every description of book and paper was forbidden, except those proposed by

the Committee and Lieut. Jervis and in lieu of the examples to copy out in writing, various short moral sentences were substituted.

In addition to the 3 Native Schools, as it was particularly desired by the subscribers, an English School was also established at Rutnagherry and suitable books were furnished for the children. On the 26th October, after the schools at Rutnagherry had been fully established, the ladies and gentlemen were invited to visit the schools, and to witness the order in which they were conducted and the proficiency of the children. The schools were visited, besides by a great number of people, who seemed without exception, to look with particular satisfaction on this first effect; and it is highly gratifying to me to report, that the opinion which was then generally entertained of its value, is still further confirmed by my own frequent inspections, and the letters I receive from the Committee. The children who were most forward and attentive were rewarded with several little gold and silver ornaments, the expense of which was defrayed by a small subscription from the people who attended.

In the commencement of our labours, we found the rules less attended to than we could wish, but the teachers seeing that they have to look to their own rewards on the strictest adherence to the instructions of the Society, the schools are in all respects thriving and likely to be a particular blessing to those who are entered in them, and to be the means of furnishing Government with many useful subjects. The number of children and teachers in the respective schools are as under :

3 Native schools	Boys	Girls	Teachers
At Rutnagherry	90	6	2
At Chiploon	28	—	1
At Nandeure	46	—	1
1 English School	19	1	2
Total	183	7	6

It is proposed when the number of girls increases, to form separate schools and it requires only a little patience and consideration to induce all classes of Hindoos and Christians, to send their daughters to be instructed as the boys. Various books have also been furnished to the Native schools at Anjunwell, Hutkambe and Nizampoor.

Rutnagherry,  
1st January 1824.

Signed T. B. Jervis,  
Superintendent of the  
Native School Society, Southern Concan.



List of subscribers and donors to the Native and English Schools in the Southern Concan :—

<i>Names.</i>	<i>Subscription Yearly</i>	<i>Donation</i>
	<i>Rs.</i>	
Noormuhammud Ibrahim Parker	100	200
Janardan Balcrusthajee	30	30
Mr. Godrej	30	30
Mr. Joaquim Vicyra	30	—
Suko Ramchundur	25	20
Bapoo Shastree	—	50
Jumalooddeen Narkur	20	—
Bajee Ballal Lotlikur	25	25
Mr. Cabral	25	25
Vithoba Ragoonath Camut	25	25
Moosum Khan	20	"
G. F. Gonsalves	25	"
Gungadhar Ladcobah	20	"
Syed ABDUL Rahiman	16	"
Vithoba Bairoo Naick	15	15
Luxamen Bhaskerjee	20	20
Dyamkhan Deshmook	100	"
Mr. Dunlop	—	50
Mrs. Dunlop	—	25
Mrs. Sandwith	—	15
I. Sutherland Esq. Judge by Mr. Jervis.	—	50
Mr. Townsend	50	"
Lieut. Outram	50	"
Lieut. Jervis	100	200
R. T. Webb	20	"
Mr. Hale	—	20
D. Blane	—	25
H. A. Hurssoon	—	25
Gopalset Gangan	5	"
Soonderjee	20	"
Purushram Ballal Lotlikur	10	"
Various petty subscriptions	30	"
Total Rupees	791	850

T. B. Jervis,  
Superintendent.

*Note :* The above subscriptions are exclusive of the sums paid into the Treasurers' hands for the children of Individuals in good circumstances and those in the English school. The account current of all which will be transmitted by the Treasurer.

T. B. Jervis,  
Superintendent.

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*Minute by the Hon'ble the Governor.*

Express the satisfaction of Government ; authorize the publication of the correspondence and every thing else suggested in this letter that requires the sanction of Government.

Acquaint the committee that Government will always take the greatest interest in their success and will look with anxiety for further reports of their progress.

With regard to the Southern Conkan school society, Governor in Council observes with particular pleasure the judicious means which have been adopted to procure the cooperation of the natives of the country in an undertaking which so much depends on their support. The Governor in Council conceives the institution highly honorable to the gentlemen by whom it was founded, and to the respectable natives who have principally encouraged it, and he hopes that an example so well calculated to diffuse the benefit of education may meet with general imitation.

The Governor in Council is pleased to sanction the issue of such of the books by the Society at Bombay as may be necessary at the public expense, and to authorize a donation of one thousand rupees and an annual subscription of 500 Rs. to the same object. The number of books to be sent should be regulated by the society here ; in other respects the two societies will be best able to settle their mode of cooperation. The Governor in Council, however, conceives that the common object would be best obtained by a close union, and concert between the two societies on which that of the Conkan ought to benefit by the advice and direction of the more general society at the Presidency.

M. Elphinstone.

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**108**

**Extract from the First Report (August 1824) of the Bombay Native School Book and School Society, pp. 26-27.**

*Subject :* (1) *Government informed of the recent establishment of the Native Education Society in the Southern Conkan—Its aims, activities, resources, etc. ;*

(2) *Government's Reaction under their letter of 15-6-1824.*

"Having thus generally their own proceedings, and made their earnest appeal to the public for further support, the Committee now advert with pleasure to the Native Education Society recently established in the Southern Concan. Application was made from several places in the Concan to this Society, for its aid sometime ago; but the state of its affairs (then so unsettled), was unequal to an immediate acquiescence with all that was required. This seems to have directed the applicants for their own resources, and to have suggested to them the institution of a separate society. Their outset was promising, and the support afforded was on a liberal scale but they experienced very soon, the same wants as this society, and approached to Government, through its mediation for assistance. The proceedings in the Southern Concan (so far as they were then detailed), appeared to this Society, both honourable to the subscribers and calculated to stimulate exertions in other districts among the natives themselves. It feels peculiarly happy, therefore, to advocate the cause of that institution with Government, and the opinions expressed by it in return were thus communicated: highly honourable to the Gentleman by whom it was founded, and to the respectable natives who have principally encouraged it; he hopes that an example so well calculated to diffuse the benefits of education, may meet with general initiation."

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109

**Extract from the Bombay Secretariat Records—G.D. Volume 63 of 1824, pp. 395-97, paras 4 and 5.**

Letter dated 15-6-1824 from the Secretary to Government, Bombay, to the Secretary to the Bombay School Book and School Society.

Subject: *Government's satisfaction expressed for the judicious means adopted by the Southern Conkan School Society to procure the Co-operation of the Natives of the Country in the diffusion of education. A donation of Rs. 1000/- and an annual subscription of Rs. 500 for giving encouragement to the object sanctioned.*

To,

The Secretary to the B. S. Book and S. Society.

4. "With regard to the Southern Conkan School Society, the Governor in Council observes with particular pleasure the judicious means which have been adopted to procure the cooperation of the natives of the country in an undertaking which so much depends on their support. The Governor in Council requests it may be made known to them that he conceives the institution highly honorable to the gentleman by whom it was founded and to the respectable natives who have principally encouraged it, and he hopes that an example so well calculated to diffuse the benefits of education may meet with general initiation.

5. "The Governor in Council is pleased to sanction the issue of such of the Books prepared by the Society at Bombay as may be necessary, at the public expense, and to authorize a donation of 1,000 Rupees and an annual subscription of 500 Rs. with same object. The number of Books to be sent should be regulated by your Society, in other respects the two Societies will be best able to settle their needs of cooperation. The Governor in Council however conceives that the common object would be best attained by a close union and concord between the two Societies in which that of the Conkan might benefit by the advice and direction of the more generally Society at the Presidency.

Bombay Castle,  
15th June 1824.

I have &c. &c.  
Sd.

### 110

#### **Extract from the Bombay Secretariat Records—G.D. Volume 63 of 1824, pp. 401-425.**

Subject: *Details of correspondence between the Secretary to the Bombay Native School Book and School Society and the Superintendent of the Southern Conkan Native School Society reported by the Secretary to the Bombay Native School Book and School Society to the Government of Bombay and Government's reply thereon—22-6-1824 to 30-9-1824.*

#### **BOMBAY NATIVE SCHOOL BOOK AND SCHOOL SOCIETY.**

General Dept.

James Farish Esq.,  
Secretary to Government.

Sir,

With reference to the concluding part of your letter to my address of the 15th June last, conveying the sentiments of the Hon'ble the Governor in Council on the best method of cooperating with the association formed for native education in the Southern Conkan, I am directed to transmit for his information copy of the correspondence which has passed between the two Societies on the subject; and to report its total failure in attempting to effect the measures suggested.

2. Whilst the common cause is promoted, this Society would be unwilling to undervalue the motives which induce its fellow labourers in the Southern Conkan to pursue a course so distinct from its own; and it is proper that the Hon'ble the Governor in Council will approve the in-

tentions which have directed the Society to decline all further intercourse of a public nature with that body.

I have the honor to be,

Sir,

Your most obedient servant,

Geo. Jervis,

Secretary.

25-9-1824 (?)

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BOMBAY NATIVE SCHOOL BOOK AND SCHOOL SOCIETY.

To,

Lieut. T. G. Jervis,

Superintendent of the Native Schools, Southern Concan.

Sir,

Your letter to my address dated 25th February last with its enclosures, was laid before the managing Committee of the Society and a copy of the resolutions passed by them on the occasion, I have the honor to transmit for the information of your Society, together with extracts of the committee's correspondence with Government relating to this subject.

The Committee have felt themselves peculiarly happy in having them thus instrumental to the accomplishment of your Society's wishes, and they beg to offer their congratulations on the acquisition of a grant so liberal from Government for the furtherance of your measures. It is heartfelt satisfaction indeed that they observe the progress already made by you towards the improvement of education in the Southern Concan, and they trust that the excellent example you have set will stimulate other parts of the moofussil of the Presidency to imitate the zeal and energy your Society has so laudably discharged. In the important cause, however, in which we are mutually engaged, there is the great necessity for uniformity in all our procedures and on a mature consideration of this Society the Committee have resolved on a general plan of Union for all the Societies and Schools, of the moofussil, a copy of which I am directed to forward for the information and acceptance of your Society. The Committee entertain no doubt of its assent to their proposal which (as above stated) has been dictated not only from a sense of expediency and propriety, but also in conformity with the suggestions of their communications as expressed in the 5th Paragraph of Mr. Secretary Farish's letter of the 15th June to the Secretary of this Society, referred to in a preceding part of this letter.

I have the honor to be,

G. Jervis.

Bombay, 22nd June 1824.

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**BOMBAY NATIVE SCHOOL BOOK AND SCHOOL SOCIETY.**

*Plan of Union.*

The General Committee of the Bombay Native School Book and School Society having taken into their consideration a Plan of Union between mofussil Societies and schools and the Parent Society, resolved.

1. That whereas the establishment of such societies and schools is the principal means by which the Society purposes and hopes to carry into effect the great end and design for which it has been formed, the Society is desirous of forwarding the progress of them by connecting them with itself, and by such assistance as its present means will allow.

2. That the foundation of this union between mofussil Societies and schools, with the Parent Society, being understood to be a general conformity on their part and the principles on which the Society itself is constituted.

Therefore, for the purpose of giving assurance of such conformity, the plan of such societies and schools shall be in the first instance transmitted to this society through its Secretary; and that afterwards annual, or if desired, more frequent communications be made in like manner, of their state and progress.

3. That it is the wish and intention of the Society to render aid from time to time to the Mofussil Societies and schools, by pecuniary assistance, by procuring Masters, and by providing suitable books. The Society seeks for no control over the Schools established in the Mofussil, nor any thing more than an assurance, that they are founded on the same general principles; on which sole condition, they are willing to receive them into Union, and to give them such advice, and assistance as may occasionally be required.

To

Captain G. Jervis,  
Secretary to the Native School and School Book  
Society, Bombay.

Sir,

I should have acknowledged your Society's letter at an earlier period, had I been enabled to furnish you with the particular information which I have since prepared for Government respecting the state and system of education in this Zillah—a copy of the report of all the returns connected with it, will be forwarded to you by an early opportunity, and I must beg leave to refer you to these papers for the most satisfactory reasons for any points, in which the Southern Concan Native School Society differ from you.

In respect to the general question of Union with your Society, I have to assure you that this Society will be most highly honored in assenting

to it : but it is plainly understood by our Society, that by such union, nothing whatever is implied beyond the making common cause for the greater diffusion of rational, systematic and moral instruction among the native inhabitants for the general improvement of education wherever it is likely to meet with cooperation on the part of the Natives. It is also deemed a part of this Union, that the Superintendent should forward yearly general report and put you in complete possession of every specimen of information respecting the progress of our Society's schools.

3. Beyond this, it does not appear to the Society that any good will arise from Union, whether in respects their funds, the system of teaching or indeed any acts that they may deem essential to the promotion of this benevolent cause : moreover on the most deliberate view of the work in regard to the character of the people and the nature of large controlling Societies at a distance, it is most respectfully suggested by the Society, that as any interference beyond these general points stated, union would be productive of the most serious evils and defeat the very purposes which you contemplate.

4. It is strongly believed and apprehended that the Committee formed from amongst the native subscribers and who now act in all matters, with the least restraint, whether in respect to their funds, the mode of instruction, or any other matters, will be no longer permitted to follow their own ideas, or to dissent in any matters as to the general plan of education, which appears in many things to be widely different from those adopted by your Society, and we are perfectly persuaded that the most experienced gentlemen in the service, as well as the Government itself, would immediately decide against any interference, which should tend to destroy the cordial feeling of charity which has displayed itself in the founding of this First Society of Natives, and we most respectfully and most earnestly request you to consider, what indeed has appeared to us in every step of our Society's formation and progress, whether the emanation of acts of this nature from the native community themselves and their voluntary and cordial support is not infinitely to be preferred to any measures proceeding directly from Government.

5. If indeed you could first instil into the minds of natives generally a belief that the acts of charitable societies of your own countrymen, were perfectly distinct from the acts of Government, your reasonings for a general union, in every sense of the word, might have great weight, but the case is far otherwise, for there is scarce a native throughout our territories, who can fully discriminate between large transactions of a public and private nature.

6. When we speak of a general union, in every sense of the word, it is with reference to the same general principles which are laid down in your rules. Of these, it is doubted whether all would be wisely followed by our Society. The total neglect and disuse of the Mooree

Mharatta character, the absolute disuse of Arabic and Persian terms which have now been intermixed with the Mharatta language for 300 years, the absolute restriction of education to the vernacular languages, which would seriously displease the Mohometan (Mohammedan) part of our population, the introduction of the Lancaster plan of education without modification suitable to the local character and customs of this country, and lastly, one of the most important parts—the absolute interdiction of all religious opinions and religious books, in which the Society considers every thing taken from religious books of what character to be fully implied. Of the first point we have to observe that it would be like forbidding the use of an easy, and if properly written, not an inelegant writing character, for a stiff and difficult though no doubt a clearer one far more appropriate for printed works as though in English school it were enjoined that the written characters should be entirely disused and the printed characters substituted. On the second point it would be much the same, as if the education Societies in England were to enjoin that all Latin and Greek words should be disused : though it is admitted on every hand that nothing adds so much to the comprehensive energy and *nervous* (?) character of the English language as this particular. On the next point, the exclusion of any particular party or sect, savours too much of partiality and distinction which we are sure the generals and divisions of education societies in England, afford ample grounds for guarding against and the number of Mahometan schools now existing, afford sufficient proof, that this class of people are desirous of instruction in their own languages as well as Hindoos, and the enlightening of so many men's minds is worthy of a distinct consideration. Of the Lancastrian system, it is to be observed that the chief value lies in the economy ; now the native system is more economical than Mr. Lancaster, and the plans proposed for this Zillah are even more economical than the native system. On the last point, the Society must respectfully state that many of the most excellent and highly important moral sentences, have been taken from religious Books (Christian and Hindoo), for the children to copy ; and the little tract of Joseph and his Brethren has been introduced in the schools—all with the most perfect good will and satisfaction of every class ; as they contained no principles contrary to general virtue and are not limited to any particular creed. In English school the Bible is the chief and best reading book.

To conclude, the Society are more sensible of the high honor done them in the Union you have proposed. Nothing that transpires as respects their progress and views should at any time be withheld from you : a yearly report, returns and accounts shall be forwarded at the beginning of every year, and it will be a peculiar satisfaction to know that their acts are appreciated by you. In all other respects, they solicit to be left on the same footing, as it was understood they would be, on their first founding the Society, policy recommends and good faith enjoins its necessity. Had this Society been founded by Government or your Society, the case would have been quite different ; but it was altogether distinct and



understood by the Native subscribers from the very first day to be perfectly independent.

I have the honor to be,  
Sir,  
Your most obedient servant,  
T. B. Jervis,  
Superintendent of the N. School  
Society, Southern Concan.

Rutnageree, 6th Sept. 1824.

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**BOMBAY NATIVE SCHOOL BOOK & SCHOOL SOCIETY.**

Lieutenant Thomas Jervis,  
Superintendent of the Southern Concan  
Native School Society.

Sir,

I am directed by our Society to acknowledge the receipt of your letter from Rutnageree of the 6th instant, in reply to its proposals for union in the common cause in which both associations are engaged.

2nd. The Society at the Presidency cannot but derive gratification from the confidence with which their fellow labourers in the Southern Concan are proceeding in their important and arduous undertakings ; but as the principles on which these are conducted are so entirely at variance with the Regulations under which this Society is pledged to act, and the system you have adopted is so far different from which very mature deliberation added to the experience of four years, has determined it to be pursued, I am directed to state the necessity it is under of declining all further intercourse in any shape that may tend to spread abroad any misconception of our own constitution and measures.

3. It is not intended however to withhold the means at our disposal for the purpose of Education in your quarter. We shall at all times be happy to receive information on the progress of your proceedings and to supply our publication at the ordinary rates for the use of your Schools.

4. Under another state of things than that above referred to (which totally precludes the possibility of Union) it would have been expedient to correct several erroneous opinions your Society entertain of our plans and proceedings ; but as our First Report will be shortly out of the Press, it is only necessary to refer you to it for every information respecting them.

5. Our endeavours to act in concert according to the suggestion of Government having thus failed, the result has been communicated for its information.

I have the honor to be,  
Sir,  
Your most obedient servant,  
Geo. Jervis,  
Secretary.

Bombay,  
25th Sept. 1824.

The Secretary to the Bombay Native School Books and  
School Society.

Sir,

I have the honor to acknowledge the receipt of your letter of the 25th instant with its enclosures transmitting copy of your correspondence with the association formed for promoting native education in the Southern Conkan, and to inform you that the Hon'ble Governor in Council approves of the course the Native School Book and School Society has pursued.

Bombay Castle,  
30th Sept. 1824.

I have &c. &c.

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111

**Extract from the Bombay Secretariat Records—G.D. Volume  
8(63) of 1824, pp. 537-545.**

Report dated 8-10-24 from the Superintendent of the Native School Society, Southern Conkan, to the Governor in Council, Bombay.

Subject: *Second Report (8th October 1824) of the Southern Conkan Native School Society.*

*Second Report of the Southern Conkan Native School Society  
established 15th June 1823.*

Agreeable to the regulations of the Society, the yearly examination of the Children in the Suddar Adaulut schools was held on Monday the 5th October and all the ladies and gentlemen of the station were invited to attend; we regret extremely to state that none attended but the Collector Mr. Dunlop and his family and Lieutenant Dowell; a number of natives of respectability however attended the meeting and a subscription amounting to Rupees 97 was collected for the purchase of little presents for the most proficient and attentive scholars. With this sum, a few of the latest English gold coins were purchased and distributed to the most deserving children, the Society not having any dyes to strike off medals, they were deemed for the present the best substitutes and other gifts of some—of charity from natives and Books from the Society, contributed to render rewards suitable and pleasing to the Children.

2. The number of children present in the Native school was 131 boys and 4 girls under the Teachers and in the English School (?) boys under two Teachers. The Society's progress was reported by the Committee and by Lieutenant Jervis Superintendent to be in all respects most favourable; the Treasurer reported the general balance of cash in hand after all payments to be 1186:3:90 and there are besides this sum 1336 yearly subscription to meet the expenses of the ensuing year. The general number of children admitted into several schools founded by the

Society is shown in the enclosure (No. 1) and the Society feel persuaded that the Government will feel highly gratified to perceive that the encouragement they have afforded to the course they have in hand, is herein more fully and gratefully appreciated than they can express in words.

3. At the same time they have to report this very pleasing commencement of their labours—the Society beg to state that they have received a gift of several most excellent English and Portuguese works, with which they propose to lay the foundation of a more extensive and better library of English and Native Books free of access to every respectable native who may be desirous of reading them.

4. They have also to report a most liberal act of their Treasurer Mohamedan Ibrahim Purkar and another Native Winoba Ragoonath who have generally and voluntarily come forward, the one to build a permanent and appropriate edifice to serve as a native school for 200 children, the other an English school, provided the Society will contribute 500 Rupees from its funds to the construction of a reading room. The amount of this their gift is estimated at 1398 Rupees, a sum of money which will sufficiently evince the very and most cordial aid with which the Native Community will second our views of improvement under a discreet and friendly supervision. The Society think that they could not do better than assign the half of the Government donation to the purpose above stated, and it will serve as a lasting and satisfactory memorial of what may be accomplished by the Natives when thus so generously supported by Government.

5. It remains for the Superintendent and Society to report for information of Government that their plans for the general instruction and for the moral improvement of the Children are to all appearance most satisfactory. They have adhered in substance to the Native System of Education upon the principle of mutual instruction and of general economy, but the Children are divided into Classes, take places as in English Schools, and have separate days assigned to their several studies, which are made known to all the scholars, by a written table and these studies being successively varied, the mind is neither wearied in its occupation, or the learning acquired by rote, rather than by the reasoning faculties. Every Saturday the children are examined. The first class is examined by the Teacher who stands before them and reads a passage from any book, which all the children write as he dictates—often writing a pretty long passage they depict all their papers promiscuously in a heap, and the Teacher takes them up and arranges all just in the order of merit; from the number and variety of hands in the School, the Teacher is unable to distinguish any boy's hand with certainty, therefore, selects what he esteems the best, and writes No. 1 on it; he then selects the next best, and writes No. 2; and so on going through the whole list; having written all, he calls on the writer of No. 1 to claim his paper and the others in succession; by this method, favour cannot well be shown and neither caste or wealth can stand in competition with real merit. This method is observed in accents and in the exercise of memory in which they take place and the best reading is judged by the Teacher—each

child has a paper with his name written thereon, and 4 Columns ruled with the headings, *Writing, accounts, reading and memory*; according to the respective places on the examination every Saturday their numbers are entered and the first in each class is further distinguished by a Card, headed by the number of his Class, the particular branch of study, whether Reading, Writing, arithmetic or memory, and the date of each weekly examination. Opposite to each particular date, the name of the respective first scholar are entered and at the general yearly examination those whose names occur most frequently in each card obtain the prize—so that there are 4 prizes for each Class—and this was the mode of distribution on the present yearly examination.

6. The Teacher gets through the examination of the first Class in about 2 hours; the 2 first Children then take the second Class; the 2 next may take the third Class; the 2 next the fourth Class and the Teacher the last Class and proceeds in every respect to the same minute and complete examination of all the Children. The whole being thus regularly arranged is got through in a surprisingly short time and the total absence of favour in the examination of the lower Classes, by the Children themselves, produce throughout the most pleasing emulation and attention. Under such a system there is little need for severe discipline and it is hardly possible for a boy to avoid learning something, however dull his natural faculty may be. I should observe that as the children sit according to their places in the Class, arithmetic is chosen as the study according to which they are arranged in order of proficiency.

7. In our Native Schools all the children are taught to read and write the Mooree Character and all to read the Balbut character; the most proficient have also learnt to write the Balbut; but it is never used in this Country except in the transcribing of Sanskrit and Pracrit writings relating to religion or matters connected with it. We are desirous however that all the Children should be enabled to write Balbut equally as well as Mharattas.

8. We use the Mhratta Books printed by the Society at the Presidency and the little tract of Joseph and his brethren translated and printed by the Education Society. We use also the Arithmetic translated by Captain G. Jervis but only 5 children have made themselves complete masters of it, as we have only 3 copies amongst the whole of our schools.

9. In respect to memory, the children have learnt all the little proverbs saying and Counsels contained in the little Mharatta tract, compiled by the late Native Secretary to the Education Society at the Presidency Vencoba Sadaseo Naique; and they repeat them every evening. They have also learnt various small sentences taken from the Mharatta Version of the Proverbs of Dr. Carey, which are exactly similar in purport to many excellent sayings in their own sacred writings and these are calculated to delight rather than to offend the Brahmins who declare very complacently that they are taken from their own books.

10. The Society have to report lastly that they have respectable Brahmins between the ages of 18 and 25 who have entered in agreement with our Society to become Teachers, for the present receiving only 4 Rupees monthly until perfectly qualified to take charge of schools; they are being fully instructed in every particular of our system of Instruction and they have acquired also a knowledge of the valuable little work of arithmetic translated by Captain G. Jervis. It is the determination of the Society, however, not to place them in charge of schools, till they are properly versed in the whole system of Huttons Arithmetic and Logarithms taught in England—and that they shall have a complete knowledge of the European method of reading with the observance of emphasis, pauses, and a just pronunciation—and lastly that in addition to the acquirements of a good Balbut and Mooree hand, they shall have a knowledge of the Elementary parts of Geography, Astronomy and Grammar. To extend our schools with the present incompetent instructors grown old and wedded to their idle practices, would be to trust our funds to an uncertain, probably an useless Venture. Though the progress will be slow, yet every thing will be more likely to succeed if carefully begun and we doubt not, but this plan will be generally approved by our superiors.

11. We have thus detailed our system that the Government may be fully assured that their patronage is not misplaced; that this first Native Society earnestly looks for and is worthy of the most particular consideration of Government and that its first and last objective will be to inculcate in every one connected with it and in every child receiving the benefit of its instruction, obedience and respect to Government's Charity to all men, and that just and signified adoration of the Supreme Being, who alone can ensure, and in whom we trust for the success of our humble exertions.

T.  
Rutnagherry,  
8th October 1824.

T. B. Jervis,  
Superintendent of the Native  
School Society, Sn. Conkan.

To

The Honorable M. Elphinstone, Governor &c. &c.

## APPENDIX I

Teachers	Children admitted	Deceased, Left, dismissed Sch.	Children now in Sch.	Chitpavan Brah.	Kurade Brah.	Devrook Brah.	Deshasta Brah.	Shendvai	Khetree	Parbhoo	Soonar	Sootar	Wanee	Mharatta	Kansar	Tambut	Telee	Bhandaree	Mussalman	Christians	Goorav Lingayat	Girls
Ratnagheree 1 Mahratta School	2 177 31 146 45	9 4	3	1 3 1	3 1 3	9 4 15	14 1 1	8 14 10	1 9	5												
Ratnagheree 1 English School	2 34 18 16 1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Nandeore 1 Mahratta School	1 46 2 44 38	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
Chiploon 1 Mahratta School	1 33 1 32 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total	6 290 52 238 101 10	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	
General Expense from the foundation of the school to the 30th September 1824										Deduct paid by English School					Total expense for each school from 15th June 1823 to 1st October 1824.							
(1)	770—3—20	(1)	—	—	—	(1)	—	—	—	(1)	770—3—20	(1)	—	—	(1)	770—3—20	(1)	—	—	(1)	770—3—20	
(2)	1096—3—50	(2)	520—1—27	(2)	520—1—27	(2)	576—2—23	(2)	576—2—23	(2)	576—2—23	(2)	576—2—23	(2)	576—2—23	(2)	576—2—23	(2)	576—2—23	(2)	576—2—23	
(3)	177—2—5	(3)	—	—	—	(3)	—	—	—	(3)	—	—	—	(3)	—	—	—	—	(3)	177—2—50	(3)	177—2—50
(4)	174—2—63	(4)	—	—	—	(4)	—	—	—	(4)	—	—	—	(4)	—	—	—	—	(4)	174—2—63	(4)	174—2—63

Remark : Each native child's education in the Maharatta School, averages 4 Rs. 1-14 reas for 15½ months, or rather little than 3 Rs. annually, excluding every expense of books, schools stationery, and year premiums. Each child's education in the English school averages 32 Rs. 1 qr. 4 reas for 15 months or nearly 25 Rs. per annum in which expense it is to be noted that the charge for a large collection of School books is included which it will not be necessary to incur annually.

T. B. Jervis  
Superintendent of the Native  
School Society Sn Concan.

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**112**

**Extract from the Second Report (1824-25) of the Bombay  
Native School Book and School Society, pp. 20-22.**

Letter dated 21-7-1825 from the Committee of the Native School Society of the South Conkan to the Secretary to the Native School and School Book Society, Bombay.

Subject : *Union of the South Conkan Native School Society with the Bombay Native School and School Book Society.*

See Document No. 46.

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**113**

**Extract from the Third Report (1825-26) of the Bombay  
Native Education Society, page 26.**

Subject : *Reference to schools in the Rutnageree Collectorate under the management of the Southern Conkan Native Education Society.*

See Document No. 52.

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## 114

**Extract from the Bombay Secretariat Records—G.D. Volume 6(327) of 1836, page 46.**

Letter dated 11-5-1835 from the Secretary to Government, Bombay, to the Acting Collector of Rutnagherry.

Subject : *Advising the Collector to report for the information of Government how the Government annual subscription of Rs. 500/- in favour of the Southern Conkan Native School Society was utilised and other details regarding the Society's Schools.*

To

No. 875 G. D.

The Acting Collector of Rutnagherry.

Adverting to an annual subscription of Rs. 500 sanctioned on 15th June 1824 towards the schools established in the S. Conkan some years since by the private subscriptions and donations, I am directed by the Right Hon'ble the Governor in Council to request you to report for the information of Government how this fund is appropriated, the amount subscribed by private individuals, how many schools are maintained, what is taught, the number of boys attending and the progress generally made by the boys and under whose superintendence the same is conducted.

Bombay Castle,  
11th May 1835.

I have &c. &c.  
Sd.

## 115

**Extract from the Bombay Secretariat Records—G.D. Volume 10(342) of 1836, pp. 237-245.**

- (1) Memo dated 27-7-1836 from the Secretary to Government, Bombay, to the Hon'ble the Governor in Council.
- (2) Letter dated 30-7-1836 from the Chief Secretary to the Government, Bombay, to the Collector of Rutnagherry.
- (3) Letter dated 13-10-1836—Reply from the Collector, Rutnagherry, to the Chief Secretary to Government, Bombay.
- (4) Letter dated 29-10-1836 from the Chief Secretary to Government to the Collector of Rutnagherry.

Subject : *Government think it proper to call for a report from the Collector of Rutnagherry in regard to the mode of disbursement of the amount of Rs. 500/- paid by Government to the*



*Southern Konkan Native School Society from the year 1824, the condition of schools which were kept up by the Society and the extent of practical benefits derived from their institution. On receipt of the report from the Collector, Government find that the Society was making satisfactory use of the grant paid to them.*

Re: South Konkan Education Society

The Secretary to the Native Education Society in Bombay having reported the formation of a similar institution at Rutnagherry for the instruction of the Natives of the Konkan, Government resolved on the 13th of June 1824 to subscribe an annual sum of Rupees 500 in aid of its efforts.

Subsequently the Bombay Society announced to Government that it had declined all intercourse with the Konkan Institution which course was approved by Government under date 30th September 1824.

Subsequently Lieutenant (now Captain) T. B. Jervis as Secretary to the Ratnagherry Society favored Government on the 8th October 1824 with an elaborate report of the progress made under its auspices in introducing a reformed system of education and the high satisfaction of Government was signified \* on the 22nd of the same month.

The annual sum of Rupees 500 has ever since been subscribed by Government towards this Society though it does not appear, that any further report of its proceedings was ever received and it is even a doubtful point whether the Institution still exists.

It does not appear proper that so large an annual expenditure should be allowed without some inquiry being made in regard to the mode of its disbursement and the schools which are kept up and the extent of practical benefits derived from their institution.

I would suggest therefore that the Collector of Rutnagherry be called upon to afford information on the following points viz.

1. Whether the Konkan Society at present exists, how many subscribers it has and the amount of their subscriptions.
2. The number of schools kept up, whether English or Murathee, the number of masters, and scholars, and the plan of Education which is followed.
3. Whether any Public examinations are held.
4. The number of Pupils who after receiving their education at these schools have entered the public service and whether they are found superior to others educated at the common Schools of the country.

The information afforded in reply to these queries will enable Government to ascertain whether the practical good derived from these insti-

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\* Letter not traced.

tutions is sufficient to warrant the expenditure or whether it might not be more advantageously applied elsewhere.

Sd.

W. H. Wathen,  
27th July

Reference to be made as suggested in the Memorandum.

Sd.

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No. 2223

G. D.

To

The Collector of Rutnagherry,

I am directed by the Right Hon'ble the Governor in Council in reference to the Collector's report of 4th September 1824 to request you to afford information on the following points connected with the Rutnagherry Schools to which an annual donation of Rs. 500 is paid by Government viz. 1, 2nd, 3rd, 4th. . . . [The same as described in Mr. Wathen's Note of 27th July 1836.]

30th July 1836.

Sd. W. H. Wathen.

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No. 16 of 1836.

General Department.

To

W. H. Wathen, Esquire,  
Chief Secretary to Government,  
Bombay.

Sir,

I have the honour to acknowledge the receipt of your letter No. 2223 dated 30th July last requesting me to afford information on certain points connected with the Rutnagiree schools.

2d. In reply to the 1st query I beg to state that the Concan Society is still in existence, and a list of the subscribers for the years of 1835 and 1836 is herewith forwarded. I am sorry to observe that the natives of Rutnagiree seem to take little or no interest in the Schools, and are much more unwilling to subscribe than at any other place in the Collectorate. I am quite at a loss to account for this indifference, as there are many persons whose circumstances would admit of their contributing towards them.

3d. There are no English, but six Mahratta Schools in this ZILLAH, and the same number of teachers, four of these receive salaries (twenty rupees each) from Government, and the other two receive their salaries,

one twelve and the other ten from the fund of the Society, and the expenses for stationery, house rent &c. for the whole are paid from the annual donation of five hundred Rupees allowed by Government and the sum realized from the subscribers to the Society. When classes consist of more than twelve boys who have attained the same degree of proficiency in their studies, they are subdivided. The school master teaches the 1st, and 2nd Classes himself, and the cleverest and best qualified pupils instruct the younger classes, but the schoolmaster exercises a vigilant watch over them to see that they attend properly to their duties. On Monday they read and write the Moree character, on Tuesday the Balbud, and so on each alternate day of the week. The first Class is instructed every day from two to five O'clock in Arithmetic, Geometry and Algebra, and the second in Arithmetic only; the whole pupils are examined every Saturday by the schoolmasters at the end of every Month. Every scholar, who has made a proper degree of proficiency in his studies is rewarded by being raised from the class he belongs to, to the next higher one, while those who have been inattentive, are punished by being degraded; this plan has a very good effect in stimulating the boys to exertion.

4th. During the time I have been in charge of this Collectorate, my assistants and I have been present at several of the public examinations, which have also been attended by a few of the respectable natives of the place. On two occasions I have given Turbans to a few of the boys who were at the top of the two SENIOR Classes, and who acquitted themselves well. During the few times I have attended these examinations, the boys performed the various tasks which were given them in reading, writing and arithmetic in a very creditable manner, especially in the last mentioned branch of education, it was astonishing to see with what quickness and correctness boys from ten to twelve years of age answered all questions which were put to them, and reflects great credit on the Teacher.

5th. On enquiry, I find that eight pupils only after receiving their education at these schools have entered the public service. I am unable to ascertain however whether they are superior in knowledge and morals to others educated at the common country schools; only one lad is employed in this Collectorate, who was educated at one of these schools, but as far as I have been able to judge, I should say that he is not superior to persons who have been brought up at the country schools.

I have the honor to be,

Sir,

Your most obedient servant,

Sd. H. D. Sharp.

Collector.

Rutnagherry  
Collector's Office,  
13th Octr. 1836.

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*List of the Names of subscribers to the Rutnagherry Schools for  
the years of 1835 and 1836.*

<i>Names of subscribers</i>	<i>Amount of •subscription.</i>	<i>Total</i>
H. H. Glass Esquire ... ..	30- 0-0	
George Coles Esquire ... ..	30- 0-0	
C. M. Harrison Esquire ... ..	10- 0-0	
B. Hutt Esquire ... ..	25- 0-0	
Wittova Succrangir ... ..	5- 0-0	
G. M. da Rozario ... ..	2- 0-0	
Soatfoodin Parkur ... ..	5- 0-0	
Luxoomun Narraen Waglah ... ..	2- 0-0	
Ramjee Soobadar Major ... ..	4- 0-0	
W. T. Hunter Esquire ... ..	30- 0-0	
R. Spooner Esquire ... ..	30- 0-0	
Lieut. Preedy 25th Regt. ... ..	10- 0-0	
R. H. Showell ... ..	2- 0-0	
Talooka Soourendroog ... ..	55- 0-0	
Ditto Rutnagiree ... ..	5- 0-0	
Ditto Malwan ... ..	39- 8-0	
Ditto Unjunwell ... ..	40- 4-0	
Ditto Viziadroog ... ..	36- 0-0	
Viswanath Wittoba ... ..	5- 0-0	
Bajee Bullal Lotlikur ... ..	10- 0-0	
Gungathur Govind Gourthur ... ..	1- 0-0	
Ramjee Cuddon ... ..	7- 0-0	
Bapoojee Basker Palekur ... ..	0- 8-0	
Luxumoonrow Prudhun ... ..	0- 8-0	
Bikoba Mudkakur ... ..	0- 4-0	
Naro Junardhun Kotetkur ... ..	1- 0-0	
Babjee Govind Agassar ... ..	2- 0-0	
Narraru Dadajee ... ..	1- 0-0	
Jugunnath Bajeerow ... ..	0- 8-0	
Trimbucksett Potdar ... ..	0- 2-0	
Gunnesh Harry Berwalkur ... ..	1- 0-0	
Wittul Buckajee Devadkur ... ..	1- 0-0	
Shunkurrao Tamaurn ... ..	1- 0-0	

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392-10-0

For 1836					
Names of subscribers				Amount of subscription.	Total
H. H. Glass, Esq.	...	...	...	30- 0-0	
Richard Spooner Esquire	...	...	...	30- 0-0	
W. J. Hunter Esquire	...	...	...	30- 0-0	
Bajee Bullal Lotlikur	...	...	...	10- 0-0	
Ramjee Cuddom	...	...	...	9- 0-0	
Dadoba Dewajee	...	...	...	2- 0-0	
Anundrow Rayajee Sonalkur	...	...	...	2- 0-0	
Gunness Bapoojee Mheskur	...	...	...	2- 0-0	
Gunness Harry Berwalkur	...	...	...	2- 0-0	
Soottoden Purkar	...	...	...	5- 0-0	
Narrarn Dadajee	...	...	...	2- 0-0	
Wittul Trimbuck Jossre	...	...	...	1- 0-0	
Harro Junardhun Kilutkur	...	...	...	1- 0-0	
Luxoomun Narrarn Waglek	...	...	...	1- 0-0	
					127- 0-0
				Rupees	519-10-0

Rutnagerry.  
Collector's Office,  
13th October 1836.

H. D. Sharp,  
Collector.

P.S. This list has not yet been circulated on the Districts for the present year.

Sd.  
Collector.

No. 2938.

G. D.

To

The Collector of Rutnagherry.

I am directed by the Right Hon'ble the Governor in Council to acknowledge the receipt of your letter of the 13th instant and to acquaint you that your Report on the Rutnagherry Schools towards which Government contributes annually Rs. 500 is considered as satisfactory.

Bombay Castle,  
29th October 1836.

Sd. W. H. Wathan.

## 116

**Extract from the Bombay Secretariat Records—G.D. Volume 30(655) of 1842, pp. 33-34.**

Letter dated 13-6-1842 from the Secretary to the Board of Education, Bombay, to the Secretary to the Government of Bombay.

Subject : *Reporting that the Southern Conkan Native School Society no longer existed and that the sum of Rs. 500/- sanctioned by Government as annual subscription to the Southern Conkan School Book Society from the year 1824 was disbursed in the payment of the salaries of the Masters of the schools at Murud and Ratnagherry and for providing contingent allowances for several schools in Southern Deccan.*

No. 247 of 1842.

Board of Education,  
Bombay 13th June 1842.

To

W. R. Morris, Esq.,  
Secretary to Government.

Sir,

I am directed by the Board of Education to bring to the notice of the Hon'ble the Governor in Council that in the year 1824, the sum of Rs. 500/- equal to Company's Rs. 480/- was sanctioned annually as a subscription to the Southern Conkan School Book Society.

2. This sum is at present disbursed in the payment of the salaries of the Masters of the School at Murud and Rutnagherry and for providing the contingent allowance for several Schools in the S. Concan and though the Society now no longer exists, this sum is still entered in the Collector's account under the head of "Donation" and the separate items on account of which the sum is disbursed do not appear in that account.

3. Under these circumstances and as the sum in question entered into the calculations detailed in the Board's letter No. 16 dated the 18th January last, the Board are of opinion that the Educational charges of the Rutnagherry Collectorate would be more distinct, if the Collector were instructed to enter the charges for which this donation of Rupees 480/- now provides under their separate heads, debiting the amount to the account of Education, and ceasing to enter the aggregate, only under the title of "donation".

I have the honour to be, etc.,  
C. Morehead,  
Secretary.

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**PART IV**

**MISCELLANEOUS**

**A. Opening of New Schools  
(1820 - 1826)**

**B. Training of Marathi and Gujrati Teachers  
(1825 - 1826)**

**(Extracts Nos. 117 to 131)**

117

**Extract from the Bombay Secretariat Records—G.D. Volume  
48 of 1821-23, pp. 1-2.**

Petition dated 29-9-1820 from the Inhabitants of the Town of Panwell to the Hon'ble Mountstuart Elphinstone, Governor of Bombay.

Subject: *Prayer to sanction the appointment of a suitable person for teaching English to their children.*

SCHOOLS PUBLIC

TRANSLATION of a Petition from the Inhabitants of the town of Panvell, to the Honorable Mountstuart Elphinstone Governor of Bombay Dated the 29th September 1820.

The establishment of the English Government here has given us the utmost satisfaction. We and our children can read and write the Mahratta language, but we are also desirous to learn *English* that we may be employed in your service and maintain ourselves. We are however so poor that we cannot afford to pay a School master for teaching English. As your Government is establishing Schoolmasters in various places for the purpose of teaching the English language, we have taken the liberty to present this petition, humbly setting forth that there is a Schoolmaster at this place who can teach English well, being thoroughly conversant both with that language and Mahratta and we are fully satisfied that we could acquire English by means of his instructions. We humbly request therefore that you will have the goodness to allow a fixed salary to the Schoolmaster at this place and we and our children on learning English will provide for ourselves by being employed in your service, and will continually pray for your prosperity. The Schoolmaster here is a Maratta, and has instructed several in English who are now employed by Government. Tho' we are ignorant and slow of understanding, the Schoolmaster will be able to instruct us in English thro' the medium of Mahratta. We and our children and many others are extremely desirous of learning the English Language. Have the goodness therefore to allow a fixed salary to the Schoolmaster at this place.

Sd/ Syyud Budrrodeen Panwelkur  
„ Balajee Crustna Koolkurnee.  
etc. etc.

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## 118

**Extract from the Bombay Secretariat Records—G.D. Volume 48 of 1821-23, pp. 9-11.**

- (1) Letter dated 23-5-1821 from Saville Marriott, Magistrate and Collector, Tannah to the Chief Secretary to the Government of Bombay.
- (2) Reply dated 21-6-1821 from Government to the Collector and Magistrate in the Northern Conkan.

Subject: *Report on the practicability of establishing a School for the Children of the inhabitants of the Town of Panwell and a proposal to allow him to conduct a school at the expense of Government for the education of the sons and relations of such servants on the Collectors Establishment as may be desirable thereof: Government sanction both the recommendations.*

No. 33 of 1821.

Public Department

To

Francis Warden Esqre.

Chief Secretary to the Government of Bombay.

NOR. CONCAN SCHOOL.

Sir,

I have the honour to reply to your Letter dated the 20th October last, enclosing Copy Translation of a Petition from the Inhabitants of the Town of Panwell, and desiring me to ascertain the wish of those who have signed it; as also, should it prove genuine, to report on the practicability of establishing a School subject to my own superintendence at that place, and the amount of stipend which should be allowed to the Master.

2nd. I beg that you will acquaint the Honble the Governor in Council, that the Petition is perfectly genuine, and that I think every consideration makes it advisable that it should be acquiesced in. I would recommend that a Salary of Thirty five Rupees per month should be allowed as salary to the Master, out of which he must provide a House for the School.

3rd. I take the present opportunity of suggesting to the Honble the Governor in Council, a measure from which I am very sure most beneficial consequences would arise, I mean the establishment of a School at the expense of the Government for the education of the sons and relations of such servants of my Establishment, as may be desirous thereof. It will be in the recollection of Government that on the 2nd of May last year, I recommended this measure, but that the expense should be borne from the Fund arising from Fines imposed upon Servants in this Establishment. Government however thought, that this source would not be sufficient to

meet the expenses. Upon a second representation from me, stating that I had no doubt this Fund would be ample to cover the comparative small expense of a School, upon the Native principle of educating Children by means of each other, Government were pleased to consider the Establishment of a Fund for the distressed Widows, and Children of Native Writers of all Castes ; as equally popular and beneficent with the one I took the liberty to suggest ; and accordingly directed the Fines to be appropriated thereto.

4th. As, therefore, the object I contemplated cannot be effected by these means, I am led to hope that the Honble the Governor in Council will not think a small Expenditure from the Public Revenue badly disposed of in forwarding the object I have suggested. Fifty Rupees a month, with perhaps a couple of hundred in the outset, for purchasing books in the English, and Native Language of a General Instructive Nature, would be all the expense necessary to attain the end in view. Should the subject be deemed worthy of notice, I would take leave to refer for further explanations of the principles of my Plan, to my Letters of the 2d & 24th May 1820.

Tannah  
Nor: Concan  
Collector's Office  
23rd May 1821

I have the honor to be  
Sir,  
Your most obedient humble servant.  
Saville Marriot  
Majistrate & Collector.

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No. 824 A of 1821

Public Departt.

To

The Collector and Magistrate in the Northern Conkan.

Sir,

I have the honor to acknowledge the receipt of your letter of the 23rd of last month, and convey the sanction of Government to an allowance being made to a School Master at Panwell, and to the establishment of a School for the education of the Sons and the relations of such servants on your establishment as may be desirous of availing themselves of the advantages it will hold out.

B. Castle ;  
21st June 1821.

I have etc.  
Sd. J. B. Simson.  
Secretary.

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## 119

**Extract from the Bombay Secretariat Records—G.D. Volume 48 of 1821-23, pp. 23-27.**

- (1) Letter dated 9-5-1822 from the Collector and Magistrate, Tannah, to the Chief Secretary to Government, Bombay.
- (2) Letter dated 24-5-1822 from the Secretary to Government, Bombay, to the Collector and Magistrate, Northern Conkan.

Subject: *Permission solicited by the Collector and Magistrate, Tannah, to allow him to Admit into his new School, opened for the Children of his Establishment servants, any children whose parents may be desirous of taking advantage of educating their Children, notwithstanding they may not be Public Servants. Government comply with the request of the Collector—Saville Marriott.*

No. 7 of 1882.

Public Department.

To,

Francis Warden Esqre.  
Chief Secretary to Government  
BOMBAY.

**NORTHERN CONKAN SCHOOLS.**

Sir,

1st. It will be in the recollection of the Government that they were pleased under date 21st June last to acquiesce in my recommendation for the establishment of two Schools, one at Panwell as applied for to Government by some of its Inhabitants, and another at this place (Tannah) for the benefit of the Relatives of the Servants on my Public Establishment. The monthly expense of the two Schools is Eighty Five (85) Rupees.

2nd. I have received several Petitions from persons for the admission of their Children into the latter school, but as they are not borne upon my public Establishment, I am on the present footing of the school, prevented complying with the applications. I would however take leave to suggest to Government, that I may be authorized to admit into the School, any Children whose Parents may be desirous of taking advantage of this mode of educating them, notwithstanding they may not be Public Servants.

3rd. But if Government should be pleased to concur in this suggestion, it will be necessary to put the plan upon a somewhat larger scale of expense; for there are at present 55 Boys in the School here, who are instructed in English or Mahrattas.

4th. Having the means also at command of teaching the Scholars the Science of Surveying Land, and drawing Plans thereof, I would

strongly recommend that I may be allowed to avail myself of the opportunity, of having such scholars, as may be desirous, taught this extremely useful knowledge.

5th. It is not necessary for me to point out the very great advantages which would result to the public, and individuals, especially in the Judicial, Revenue, and Survey Departments, by persons acquiring a knowledge of this very useful Art. It would materially facilitate the decision of many disputes, and would prevent many, both Public & Private, by enabling parties at any time to obtain correct Plans of the land or boundaries in dispute, and it would tend greatly to the advancement of General Knowledge.

6th. I beg leave therefore to recommend that the School be modified, and put upon the following footing:—

A Teacher of Surveying and Drawing per month	...	Rs. 100
English Master	... ..	„ 60
Puntojee or Mahratta do	... ..	„ 50
Assistant ditto	... ..	„ 30
Stationery	... ..	„ 30
School Rent	... ..	„ 20
		<hr/> Rupees 290 <hr/>

7th. In proposing the foregoing expense, I confidently trust, that it will be viewed by the Honorable the Governor in Council as a very reasonable charge, considering the advantages to be gained, against a portion of Territory, which after paying the whole of its Civil Expenses, sends annually to the Public Treasury, a net Revenue of upwards of Twelve Lacs of Rupees.

8th. Having said thus much on the score of expense;—on that of policy it is needless for me to add much, for I conceive that the best, and only observation which it is expedient for me to make on that point is merely to refer to experience for an elucidation of its bearings.

Tannah,  
NORTHERN CONCAN  
COLLECTOR'S &  
ZILLAH MAGISTRATE'S  
OFFICE.  
9th May 1822.

I have the honor to be,  
Sir,  
Your most obedient humble servant,  
Saville Marriot  
Collector & Magistrate.

No. 752 of 1822.

Public Department.

To

The Collector & Magistrate  
in Northern Concan,

Sir,

I have the honour to acknowledge the receipt of your Letter dated the 9th Instant and inform you that the Hon'ble the Governor in Council has been pleased to authorize the modification of the School at Tannah on the Plan which you have recommended.

I have the honour to be,

Sir,

Your most Obedient and humble servant,

Sd/- J. Henderson,

Secretary.

Bombay Castle  
24th May 1822.

## 120

**Extract from the Bombay Secretariat Records—G.D. Volume  
48 of 1821-23, pp. 41-42, 45, 51 and 61.**

- (1) Petition dated 10-9-1822 from Inhabitants of Basseine to the Hon'ble Mountstuart Elphinstone and the Governor in Council.
- (2) Letter dated 21-9-1822 from the Secretary to Government to the Collector in the Northern Concan.
- (3) Reminder letter dated 31-1-1823 from the Inhabitants of Basseine to the Governor-in-Council, Bombay.
- (4) Letter dated 29th April 1823 from the Secretary to Government to the petitioners.

Subject: *Request from the Inhabitants of Basseine to Government to appoint an English preceptor to educate their Children in English; Government decide to make the necessary provision.*

To

THE HON'BLE MOUNTSTUART ELPHINSTONE,  
PRESIDENT & GOVERNOR IN COUNCIL OF BOMBAY.

THE HUMBLE PETITION OF THE UNDERSIGNED  
INHABITANTS OF BASSEIN DISTRICT.

Most submissively sheweth.—

That your Petitr. with great respect & humility begs to lay before your Honor this our representation trusting that a favourable decision will be the result of our prayer.

That your Petitioners' very limited circumstance and their poverty does not allow them to entertain an English Proceptor to educate their Children in addition to that very useful Idiom, which they consider very necessary for them, to form a man, fit to serve their Conquerors, and give order to their lins and be able in future to support their Parents also that since your Petitr. have became to the British Subjects by dietature of good lucks & having found great ease and protection under their auspicious & flourishing Government in this consideration, trusting their request will be granted by your Honorable Board as the same having assigned to the Inhabitants of Poona, Tannah-Panwell and other Places, therefore your Petitioners are enduced, to implore the goodness of your Honor's heart to do this act of Charity which will make the deepest impression on Your Petitioner's Hearts for gratitude towards Your Honor.

In the event should Government be enclined to comply with the above Sollicitation of your Petitioners which they do not doubt but altho' they take the liberty to trespass upon your valuable time by recommending ANTONIO SALVADOR RODRIGUES the most Consonant to our wishes and pretty conversant with the English as also Portuguese, and Native languages—and conclude wishing the duration of the authority of the British Nation may long continue in a flourishing state in India for the Protection & support of your Petitioners & their Children they remain—

Bassein  
10th September 1822.

As in duty bound shall  
ever pray.  
Joao Bernardo Cardozo etc. etc.

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*Letter No. 1490 of 1822 from J. Henderson, Secretary, referred for  
opinion and Report to the Collector in the Northern Concan—  
Petition from the Inhabitants of Bassein for a perceptor.*

No. 1490 of 1822

General Department.

To,

The Collector in the Northern Concan.

Sir,

I have the honor to refer to you for your opinion and report the accompanying copy of a Petition from the Inhabitants of Bassein dated the 10th of this month and to be,

Bombay Castle,  
21st Septr. 1822.

Sir, &c.  
Signed J. Henderson,  
Secretary.

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To

The Hon'ble Mountstuart Elphinston  
President, & Governor in Council of BOMBAY

Hon'ble Sir,

With reference to our humble Petition dated the 10th September last, We beg to remind your Hon'ble Board will take our prayers into your consideration, and grant us a favorable decision; that by enjoying the benefit of an *English & Portuguse School*, at Bassein, our Children may be made fit members to serve the British Nation, and by that means, maintain and support themselves.

I remain with due respect Hon'ble  
Sir,

Your most obedient &amp; humble servant

BASSEEN

Joao Bernardo Cardozo.

31st January 1823.

for self, and the Inhabitants of Bassein.

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*Reply from Government to the inhabitants of Bassein and Negootnah—  
re : their petition—reply dated 29th April 1823.*

No. 699 of 1823.

General Department.

To,

Mr. Joao Bernardo Cardozo &amp; Inhabitants of Bassein.

In answer to your Petition of the 31st of January last, I am directed by the Hon'ble the Governor in Council to inform you that measures have been taken to provide a Person properly qualified to undertake the duties of School Master at Bassein.

Nagotana

Bombay Castle,  
29th April 1823

By order &c.  
Signed J. Henderson,  
Secretary to Government.

No. 700 of 1823

The same with alteration to M. E. Parkar,  
& Inhabitants of Nagotana.

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121

**Extract from the Bombay Secretariat Records—G.D. Volume 48 of 1821-23, page 42.**

Petition dated 28-1-1823 from the Principal Natives of the Ratnagiri District to the Governor in Council.

Subject: *Requesting Government to establish schools at about four or five of the principal Towns for the improvement of the Countrymen in all useful knowledge.*

To

The Hon'ble M. Elphinstone  
Governor & ca. & ca.

Sir,

The principal natives of this Zillah having an earnest desire for the improvement of their countrymen in all useful knowledge most respectfully petition the Hon'ble the Governor to further their humble endeavours in the Establishment of Schools to be conducted on the same system as those at the Presidency. They hoped by your Excellency's aid to establish Schools at about four or five of the principal Towns—& many Rich Natives will come forward under the patronage of our enlightened rulers & contribute with the greatest pleasure to the permanence of this benevolent object. It is to be hoped also that the European Gentlemen will assist them with their accustomed liberality & Lieutt. Jervis has volunteered his services as the Secretary.

We remain with the highest respect—  
HONORABLE SIR

SOUTHERN KONKUN  
CAMP NAGOTNAY  
JANUARY 28TH 1823

Your Excellency's most humble serts.  
M. E. Parkar.  
Vinayak Parshuram Divanji, etc. etc.

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**Extract from the Bombay Secretariat Records—G.D. Volume 63 of 1824, pp. 119-120.**

Letter dated 25-8-1823 from the Commanding Officer, 1st Battalion and Regiment N.I., to the Secretary to the Native School Book and School

Subject: *Condition of the 1st Battalion Regimental School and requisition for Class Books.*



My dear Sir,

Since the school of the 1st Balt. 2nd Regiment N. I. has been assisted with a few books from the "Native School Book Society" sent them some months ago by Mr. Candy, I am happy to observe a very great improvement, not only in the progress made by the Boys themselves, but in the numbers that now attend the School, and also by the establishment of a better system and more regularity which the above supply Books enabled us for the first time to put in practice, there is consequently every prospect of a daily improvement. Our School is now upwards of fifty Boys, who regularly attend and had we a better master and more Books, I have no doubt but in a few months it would be nearly doubled as the advantages to the public and to individuals are becoming daily more evident. You will therefore I trust excuse my applying to you for such a further supply of Books in the Indoostanni and Maharatta characters, as the Funds of the Society may be able to afford us.

Our present number render some more of the early class Books of each kind necessary besides others for reading lessons for the boys more advanced, also a few to give as rewards to the more diligent &c.

Being a Subscriber myself and as the Corps have subscribed to this Society, I trust a portion of our wants will be supplied gratis, but I should also be glad to know the prices & the Books that can be procured, as we shall I dare say require more than the Society can afford to send us.

I remain &c.

Sd/- B. W. D. Sealy

Lt. Col. Commanding

1st Balt. & Regt. N.I.

Sattarah

25th August 1823.

To,

LIEUTANT JERVIS,

Secretary to the Native School Book Society,

BOMBAY.

True Copy

Geo Jervis.

Secy.

### 123

**Extract from the Bombay Secretariat Records—G.D. Volume 48 of 1821-23, pp. 31-40 and G.D. Volume 63 (1824), pp. 1-16.**

- (1) Letter dated 8-11-1823 from Saville Marriott, Collector, Northern Conkan to the Secretary to Government, Bombay.
- (2) Reply dated 22-11-1823 from the Secretary to Government to the Collector, Northern Conkan.

(3) Letter dated 2-12-1823 from the Collector, Tannah, to the Secretary to Government, Bombay.

Subject: *Plan to establish 15 Fifteen Native Schools—one for each Taluka—to place ready means of instruction in the hands of the poorer and even middling class of subjects, etc.*

No. 9 of 1823.

General Department.

To

JAMES HENDERSON ESQRE.,  
Secretary to Government,

BOMBAY.

NORTHERN CONCAN SCHOOLS.

Sir,

Under date the 21st June 1821 Government were pleased to sanction my establishing a School for the education of the sons and Relatives of the servants in this Department, and in consequence of the applications which I received from Individuals not in the Public service to be allowed the same benefit, Government was further pleased on the 24th May 1822 to extend this School Establishment to meet that object as well as to provide for instructions in Drawing and Surveying. A School for instruction in the English Language was also formed at Panwell upon an application from some of its Inhabitants and in the two there are now upwards of Two Hundred Scholars of different Castes.

2nd. I have since received at different times several applications for Schools to be formed in the Districts on a Public footing, but for reasons which I doubt not will be sufficiently obvious to the Hon'ble the Governor in Council, I thought it right not to be very forward in encouraging the expectation that Government could sanction the measure.

3rd. Now however being satisfied that this measure would be gratefully viewed as an indulgence by the people on whom it would be confined and gladly resorted to by them, I take leave to submit, for the consideration of the Hon'ble the Governor in Council whether it may suit the *POLICY* of Government in this way to place a ready means of instruction in the hands of their poorer and even middling class of subjects.

4. I have laid particular emphasis upon the term policy because in the only other point of view, that of expense, in which the measure is likely to be canvassed, the subject appears to me to be of comparatively very little moment, since, as Government are aware, the Native System of Education is of such an extremely economical nature, as to enable a single master to instruct a very considerable number of Scholars in the common branches of Education that is simply reading, writing and Arithmetic, after the acquirement of which the advancement of the Scholars must mainly depend upon their means of obtaining usefully instructive Books, on moral and Scientific subjects. These the wisdom of Govern-

ment has taken, and is adopting measures to place at the command of their subjects, and I cannot see a more desirable channel than that of Schools through which to give these works useful publicity.

5th. If Government should be pleased to establish Schools in this Collectorate for the general instruction of those who cannot afford with their own means to purchase even elementary literary knowledge, I should be peculiarly happy to use my best endeavours to introduce the measure, and to superintend its effects with that prudence, and circumspection, which the important object imperiously demands.

6th. In respect to expense I should think that *Three Hundred and Fifty Rupees per month*, exclusive of the expense of Books would be adequate to keep *fifteen Native Schools*, that is one for each Talook now without them, and two for instruction in the English Language. But if the proposal should meet the approbation of the Hon'ble the Governor in Council, I would not recommend that the whole should at once be established, but each ought I think to be formed when desirable opportunities offered themselves, and upon proper *solicitation* on the part of those who would benefit so materially by the indulgence.

TANNAH  
NORTHERN CONKAN  
COLLECTOR'S OFFICE,  
8th November 1823.

I have the honor to be  
Sir,  
Your most obedient humble servant  
Saville Marriot.  
Collector.

---

1655.

G. D.

SAVILLE MARRIOT ESQR.  
COLLECTOR IN THE NORTHERN CONKAN.

Sir,

I have the honor to acknowledge the receipt of your letter of the 8th instant and am directed to inform you that, the *means of diffusing Education* are under the consideration of Government which will gladly receive any suggestions for the promotion of that important object; and that the expense and difficulty of procuring efficient superintendents present the chief obstacle in the undertaking.

The Governor-in-Council will be glad to receive the details of your plan, and to know whether any means have occurred to you for meeting the expense which, even at the rate of 15 Schools to each Collectorate will require in this branch of Education alone, nearly half a lack of Rupees.

B. C.,  
22d Nov. 1823.

I have

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No. 10 of 1823.

General Department.

To

James Henderson Esqre.

Secretary to Government,

BOMBAY.

SCHOOLS

Sir,

1st. I have had the honor to receive your letter dated the 22nd in answer to mine of the 8th ultimo upon the subject of Education. It is most gratifying to learn "that Government will gladly receive any suggestions for the promotion of that important object," whilst it is also satisfactory to find, since neither of them seem to me to be insurmountable, "that the chief obstacles to the undertaking are those of the expense and difficulty of procuring efficient superintendents."

2nd The last of these difficulties appearing to me to involve in it points of extremely great importance in this momentous subject, I shall take leave to enter upon it first.

3rd. It cannot be hid from Government that the diffusion of Education and General Knowledge amongst their subjects in this country is to say the least of it, radically in hostility with the interests of that Body whose power over the people has been solely maintained from ages long past by the superiority which they possessed over the bulk of society by engrossing to themselves all literary knowledge. To expect, therefore, any cordial support from a Body constituted as the above in measures which must inevitably tend to dissolve the mystery under which it has shackled mankind, would be to expect a result contrary to what experience has shewn human nature is likely to produce.

4th. After these observations Government will be prepared to receive as my opinion that in the outset of the contemplated measure we ought to trust more to our own means than to the assistance of those to whom learning is at present nearly confined. At the same time those Individuals (who even now greatly feel their falling state) should be treated with respect, kindness and I was going to add conciliation, but I should hope that *that* would grow from the other two principles of conduct. By and bye when the effects of knowledge shall have shewn themselves amongst the people at large the class of persons to whom I have alluded will find themselves upon no more than an equality with others whose acquirements have enabled them to compete with their former more fortunate fellow creatures. Emulation it is to be presumed will then be excited amongst the various classes, and the former monopolized, or superior attainments of the persons adverted to would then of necessity be brought into useful competition.

5th. It is under such impressions as these that I humbly consider, that the grand attention of Government should in the first instance be directed to affording means to their subjects at large to acquire simply the *elementary parts of Literature* namely "Reading, Writing and arithmetic, after the acquirement of which the advancement of the scholars must mainly depend upon their means of obtaining usefully instructive Books on moral and scientific subjects".

6. I conceive it is too generally known to be doubted, that though many of the literary Works of the Hindoos contain sublime Philosophy, both natural and moral, yet I believe it is not less certain that in the generality of Works now extant these truths are drawn either in such a mystical garb as to render their meaning obscure in the highest degree or else are couched in such figuratively fantastic and obscene language as entirely to render unavailing the doctrine intended, or rather perhaps not intended, to be taught to the world, and at all events to make it anything rather than desirable that such works in their uncultured state should become the basis of Education.

7th. With this view of the subject I look upon it that the only *essential* qualifications necessary in the persons who would have charge of the Schools which I wished to establish in the Districts in this Collectorate those of personal good character and ability to teach the elementary parts of literature, Reading, Writing, and Arithmetic. Should this be done, it would then remain to establish a means by which the obtaining useful Books might be made easy, which with the powerful aid of the Press, and with the desire which the subjects of Government evince for the acquirement of knowledge might, I should think, be effected without any great difficulty.

8th. At the same time I consider it highly wise, and politic that the footing upon which the Literature of this Country at present stands should not at once be attempted to be superseded, but I should conceive, that this object is sufficiently met by the Institution at Poonah, to which we should look for persons qualified to teach as occasions might require the more abstruse branches of Science.

9th. If my view of what qualifications are necessary for the superintendents of the Schools be correct, I hope it will appear to the Hon'ble the Governor in Council that there will by no means be any insurmountable difficulty in obtaining the services of such persons. The details of my plan are these:—

15 Schools at 20 Rupees to each of the 15 superintendents including

House rent	...	...	...	300
1 English School	...	...	...	40
Contingencies	...	...	...	10

Rupees 350

The above is exclusive of the expense of the two schools at present in existence, namely per month Rupees 325.

10th. In answer to the direction of Government for me to mention whether any means have occurred to me for meeting the expense, I beg to state, that none have presented themselves, nor do I think it would be wise to impose any new Tax to meet the object ; for independently of such a step, making in fact the people directly pay for their Education, the measure would give great disgust, and might possibly be looked upon as one of those which were very common under the Paishwa's Government, for an officer of Government when inclined to be charitable to grant order upon the Districts for contribution to be made for certain charitable objects, one of which was he himself, as he indirectly partook of the collections thus made and though the people have a very different opinion of our Government to that which they held of their old masters, still I think it would be exceedingly imprudent to give them the least cause for suspicion.

11th. Though I consider that it would be highly wrong to meet the expense of Education by the imposition of a new Tax, it will I hope be satisfactory to the Hon'ble the Governor in Council to learn, that I have no doubt, that in the course of a short time lapses of Pensions, and other allowances, to persons holding life interest only in them, will amount to a much greater sum than any expense which it may be thought proper to incur on account of the object in view, and certainly I should think the burthen now on the Revenue, could not be transferred to a more fit object than that in contemplation, though I think it advisable that even this idea should not be allowed to go abroad.

12th. The total of the expense proposed in my letter of the 8th Instant, added to that of the Schools at present in being will I estimate amount to about two fifths of one per cent only on the Revenue of this Collectorate.

13th. Whether the establishing the means of education for their subjects be viewed as purely an act of grace, or whether it be considered as a duty, on the part of Government, I should hope that the failure of the measure will not be allowed to be attributed to the foregoing comparatively trifling expense on such large resources as the Collectorate yields, and I humbly hope that the arguments which I have adduced may not be altogether without weight in reducing the strength of the other obstacle to the diffusion of education namely the difficulty of procuring efficient superintendents.

I have the honor to be,

Sir,

Your most obedient humble servant,

Tannah,

Sd/- Saville Warrik.

2nd December 1823.

Collector.

## 124

**Extract from the Bombay Secretariat Records—E.D. Volume  
2 of 1826, pp. 245-254.**

Subject: *Consideration Re: the proposed disbursements (by Colonel Robertson, Collector in Khandesh, Dhoolia) on account of a Moossulman School established under the charge of the Moolvee of the Dhoolia Adawlut: (1) Correspondence between the Collector in Khandesh and the Commissioner in the Deccan (2) Correspondence between the Commissioner in the Deccan and the Secretary to Government, Bombay—4th April 1824 to 2nd February 1826.*

*Extract of a letter from the Commissioner in the Deccan dated the 17th January 1826 in the Territorial Deptt. Rev.*

3rd. In continuation of my general report on Education, I have the honor to refer you to the 9th and following paragraphs of the Collector's letter, and to solicit the favorable consideration of the Honorable the Governor in Council to the proposed disbursements suggested by Colonel Robertson on account of a Moossulman school established under the charge of the Moolvee of the Dhoolia adawlut.

*EXTRACT of a letter from the Collector in the Candeish to the Commissioner in the Deccan dated the 19th December 1825.*

9th. As connected with charitable disbursements of the Province, I may here advert to my efforts to establish schools and to state that these have hitherto, I may almost say totally failed from a desire on the part of the schoolmasters to be paid fixed and certain salaries instead of so much for each scholar. It was some time before this was openly avowed to be the reason and I called upon my assistants to make inquiries into the real cause, thinking that an aversion might be entertained against the general diffusion of education to all classes. I, at the same time gave out that there was no desire to introduce scholars of castes offensive to the schoolmasters on this subject I do myself the honor to submit the reply I received from Mr. Erskine, which satisfactorily shews that no fears were entertained on this subject in the District in which he was employed and though I have not received any written answer from them yet I was personally assured by my other assistants that such was also the case in their Districts. Mr. Erskine has embodied the whole of the objections urged and had the merit of first bringing them to my notice and enabling me to send circular observations shewing wherein they had mistaken the scope of the rules that were promulgated, especially in respect to the income being dependent on the Government payments, which were only intended to secure an education for those classes who had not themselves the means and left the Puntjee on his usual footing with regard to all others but yet they do not feel inclined to lend their assistance.

10th. I am not disposed to propose that any concession should be made to the Puntjee on this subject, but rather that the mode of remuneration laid down should be adhered to and such opportunities embraced as will no doubt occasionally occur of forming schools. I am free to confess that I expected greater from my efforts than has ensued but I calculated on the feelings by which I was myself actuated being reciprocated by my different subordinate agents and by the more respectable classes generally, but in doing so I placed my dependence on a bad foundation. It will be a long time ere the same degree of zeal for education is experienced by Natives as actuates even the most lukewarm of its advocates amongst ourselves. This I dare say, is greatly felt in places where European Residents are most numerous, and where consequently a desire to imitate them may be supposed to have been produced. Here however, where the benefit of example may be said to be entirely wanting, little or no value is placed on education. This, and indeed the general poverty will yet render the general establishment of schools a matter of time.

11th. It is with satisfaction that I bring to your notice that the moolvee of the adawlut entering into my views has exerted himself till he has succeeded in establishing a Mahomedan school in this Town. But before he could do so he had to obtain a schoolmaster (such is the state of great ignorance of the Mahomedans in this province) from Surat, and to encourage him to repair to this place, I was induced to engage to give him an allowance of 6 Rupees a month independent of what he might get from his scholars on condition that he would also attend to a place which the Moolvee has proposed to set apart as a place for the faithful to resort to for their devotions. This sum I have hitherto provided for, by ranking the Moolvee on the list of my Huzzur Peons, but I would respectfully suggest that it should be augmented to 8 Rs. a month and be considered as a charitable allowance, and carried to that account. I have also bought a place for a school house for Rs. 80, but to make it complete for this purpose, and for a place for prayers also an additional expenditure of Rupees 300 is necessary and which with the disbursement of the price of the schoolroom, I beg to recommend as an accommodation that will be agreeable to the Mahomedan inhabitants of the place. I would also venture to recommend that a grant of 100 Beegas of Gerayut land be assigned to the establishment for the purpose of supplying lights and providing for casual repairs and that the whole should, subject to the inspection of the magistrate, be confided to the care of the Moolvee of the adawlut for the time being.

To

MAJOR A ROBERTSON  
COLLECTOR IN CANDEISH  
DHOOLIA.

Sir,

I have the honour to acknowledge the receipt of your letter dated Camp at Galnah 14th March last.



2nd. As far as I have been able to ascertain, there does not appear to exist too much misunderstanding as to the system laid down in your circular as you had anticipated. In order, however, to prevent any that may exist, I have given distinct explanations for the points to which you alluded to the moamlutdars of the Pergunnahs of Nohr, Bhamere and Peempulnere.

3rd. The Puntjee of Peempulnere still perseveres in demanding a monthly stipend of 15 Rs. without which he will not undertake the duties of the office. The reason he assigns is that whereas he was formerly independent and trusted to receiving from the pupils whatever their respective means afforded, upon the present system he is rendered dependent, being subject to a periodical scrutiny to be conducted by the Moamlutdar as to the state of proficiency of his pupils and being bound to complete the education of a pupil in the space of 3 years. The prospect of obtaining a compensation larger in a small degree than he formerly received is not in his estimation sufficient to counterbalance the evils of the objections, under which he is laid. He prefers obtaining a small and a certain remuneration with ease to himself to a large one gained with greater difficulty. For these reasons and not from supposing that it was the intention of Government to diminish his income, he has objected to the performance of the duties, unless under the above mentioned conditions.

4th. As to the Talook of Bhamere, I am sorry to be obliged to give a more unfavorable account from distress occasioned to the Ryots in consequence of the bad season, the inability of the pupils to afford any remuneration to the Puntjee had put an end to his labors, and left him entirely without employment even before your circular had been issued.

5th. Nothing, as far as I am capable of judging to the detriment of the school system has been occasioned by the prejudices of the Brahmins to which you alluded in your letter. The only caste to whom they would object being one, the discordancy of whose habits and occupations with anything connected with learning renders it improbable in the highest degree, that they should ever apply to be admitted, no instance, as yet has ever occurred with regard to Bheels, although their caste would not be considered an impediment in the eyes of a Brahmin to his admission, I need hardly say that as yet there has not occurred any instance of any of that class of men having ever presented themselves for admission.

CAMP.

4th April 1824.

I have the honor to be Etc.

/Signed/ James Erskine,

Asstt. Collr.

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No. 11 of 1826.

To

The Commissioner in the Deckan,

EDUCATION.

Sir,

I am directed to inform you in reference to the 9 and 11 para' of Colonel Robertsons letter of the 19th December which accompanied yours of the 17th ultimo in the Territorial Department that the Hon'ble the Governor in Council is pleased to grant the schoolmaster at Dholia a salary of Rupees 8 per mensem the amount being charged to the Head of Charitable allowance.

2nd. The Hon'ble the Governor in Council sanctions the outlay required for the purchase of a House and for rendering it adapted to the purposes of a school room amounting to Rupees 380.

3rd. The Honorable the Governor in Council is pleased to assign to this establishment one hundred Beegas of Gerzyat land for the purpose of meeting the expense for light and of casual repairs. The whole subject to the inspection of the magistrate is to be confided as suggested by Colonel Robertson to the care of the Moolvee of the Adawlut of Candeish for the time being.

Bombay Castle,  
2nd February 1826.

I have the honor to be etc,  
/Signed/ James Farish,  
Secy. to Govt.

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**Extract from the Bombay Secretariat Records—E.D. Volume 1 of 1825, page 1.**

- (1) Petition dated 12-5-1825 from Vissanji Ramchander and others—Ryots of Monje Pususpey, Town Wassey, Talooka Northern Conkan, Subah Panwall requesting Government to open a school and post a master in charge.
- (2) Letter dated 27-6-1825 from the 2nd Assistant Collector to the Collector of the Northern Conkan giving his opinion on the petition.
- (3) Report dated 6-7-1825 from the Collector, Northern Conkan to the Secretary to Government giving his opinion that no school need be opened at present in the place proposed.

*Substance of a Petition from the Brahmins and Ryots of Monje Pususpey Town Wasey Tallookah Northun Concan Soubah Panwell to the Honorable Mountstuart Elphinstone Governor of Bombay dated the 12th May 1825.*

Our children are desirous of learning the Mahratta language but we are unfortunately too poor to keep a School Master ; we therefore presented a petition to Mr. Marriot on the subject, and in reply were informed that we must make an application to the Honorable the Governor in Council. We therefore request that your Honorable Sir taking into consideration both our poverty, and the small portion of time which we ourselves could dedicate to the instruction of our children, will be pleased to issue an order for the appointment of a school master at Government expense.

Signed Vissajee Rumchandur Putuwardhun  
and ten others.  
Sd.

General No. 42 of 1825.

To,

James B. Simson, Esq.,  
Collector of the Northern Concon,  
Tannah.

Sir,

In reply to your letter of the 9th instant, I have the pleasure to lay before you such information as I have been able to obtain on the subject adverted to in the 2nd paragraph of Mr. Secretary Farish's letter to your address, a copy of which you were kind enough to favor me with.

2nd. The village of Pulluspay yields an annual Revenue to Government of about Eight hundred and seventy Rupees. Its inhabitants are

Brahmin	...	255	in number five hundred and thirty seven as detailed
Sonars	...	5	in the margin, and it appears that forty children are at
Talin	...	12	present both ready and anxious to attend a school
Cultivators	...	265	in the event of one being established.

3rd. The large proportion of Brahmin Inhabitants and the anxiety shown by all parties for the education of their children, as I have ascertained through other medium than simply that of their petition, strongly point out this village as deserving of the experiment contemplated by the Honorable the Governor in Council of paying a village schoolmaster, and, I beg respectfully to recommend that it should be carried into effect as however several of the Inhabitants are perfectly capable themselves, of paying something towards the masters' maintenance, I would beg to suggest that a salary of only 12 Rs. per month should be allowed from Government, and that the schoolmaster should be authorised to receive monthly at the rate of one quarter of a rupee for each child, whose parent is equal to such payment, the ability or otherwise in each particular case being determined by our Department.

4th. Vissajee Ramchunder Patvurdhun, the leading applicant in the petition to the Honorable the Governor in Council has since offered his services to me as village schoolmaster, in the event of the sanction of

Government being obtained for such an appointment, from which it would appear that his own personal advantage, rather than the benefit of the children in general, was the immediate object of the application. Allowing that consideration however to have its full weight, I am still inclined to think that the measure is likely to be attended with good effects, and I in consequence feel less diffident in recommending it.

Callian  
1st Asst. Collector's Office,  
27th June 1825.

I have the honor to be,  
Sir,  
Your most obedient servant,  
Signed G. C. Wroughton,  
2nd Assistant Collector.

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Education

To,

James Farish, Esqr.,  
Secretary to Government,  
Bombay.

Sir,

I have the honor to forward a report from Mr. Wroughton upon the Petition from the Ryots of Moujay Puluspay transmitted in your letter of the 3rd of June last, and affording information upon the points specified.

Replying to reference on a petition from the village in Pulluspay that a school be established there.

2nd. I have delayed some days in forwarding this letter, under the hope of being enabled to hand it up with my replies to former similar references. I have however been disappointed in this expectation and therefore have not longer detained it. I have only to remark that the pay recommended by Mr. Wroughton to the School master at the infinitely smaller than the remunerations granted to such agents elsewhere in this Collectorate, appears to me large in proportion to a Pantagiri's usual receipts elsewhere. I fear these Petitions are set on foot generally by those who are more desirous of providing for themselves, as in the present case, than in furthering the dissemination of knowledge. It will be the duty however of the more immediate agents of Government, to see that their zeal does not flag, because their own interests are no longer affected.

Tannah,  
N. Concan,  
Collector's Office,  
6th July 1825.

I have the honor to be,  
Sir,  
Your most obedient servant,  
Sd.

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**Extract from the Bombay Secretariat Records—E.D. Volume  
1 of 1825, pp. 235-237.**

Letter dated 21-10-1825 from the Political Agent, Pahlunpoor, to the  
Secretary to Government, Bombay.

Subject: *Describing the Condition of 12 or 13 Schools in Pahlunpoor—  
Gujarat North.*

No. 149 of 1825.

Education Department.

To,

J. Farish, Esq.,  
Secretary to Government,  
Bombay.

Sir,

I have the honor to acknowledge the receipt of your letter dated 6th  
instant.

2. In reference to the 2nd para of the letter of the Persian Secretary  
to my address dated 28th October 1824, forwarding to me 6 copies of the  
Puncho Pakhyan in the Gujarathe language, I have the honour to inform  
you, that as there appeared no disposition in the natives in this part of  
the country to purchase books of this kind, I distributed them gratuitously  
to the schoolmasters in the Town of Pahlunpoor.

3. As connected with the subject, it may be proper to remark that  
there are 12 or 13 schools in Pahlunpoor, and that of these 5 are Muhu-  
muddan, and the rest Hindu. The teachers of the latter are all Jain  
Priests or Mahatmas and to their schools and monasteries the population  
both Jain and Hindu send their children for such instruction as they  
afford.

4. I was not made acquainted with the price of the six books for-  
warded to me, or should have remitted the amount due for them at an  
earlier period.

I have the honor to be,  
Sir,

Your most obedient servant,

Sd.

Political Agent.

Pahlunpoor,  
21st Octr. 1825.

Minutes,  
2nd November 1825

The Board remarks the Puncho Pakhyan and Hindoo works cannot  
be in request where the only readers are Jains and Mahomedans.

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**Extract from the Bombay Secretariat Records—E.D. Volume 2 of 1826, pp. 419-421.**

- (1) Letter dated 12-7-1826 from the Resident, Sattara, to the Secretary to the Hon'ble the Governor.
- (2) Reply dated 17-7-1826 from the Secretary to the Hon'ble the Governor to the Resident.

Subject: (1) *Two School Masters deputed to Sattara to work in the State schools but not accepted.*  
(2) *Some information regarding condition of education in the State.*

Sattara, 12th July 1826.

Sir,

1. Some time since I received a letter from Mr. John Warden, late Head Assistant to the Commissioner, dated the 17th Ultimo forwarding an extract from a letter from the Secretary to the Native School Book Society dated the 6th June appointing two school masters (educated by the Society in Bombay) for the service of His Highness the Rajah of Sattara's Territories. These persons arrived here some days ago and altho' I was by no means sanguine in believing that their services would be acceptable, I introduced them on the day after their arrival to the minister with whom I had a long conversation, acquainting him with the motives of making over these people to His Highness; I also caused the schoolmasters to explain to the Divan their method of instructing, begging of him, at the same time to inform the Raja of their arrival with a request that His Highness would appoint some day to see them himself and employ them.

2nd. As I had seen the Minister twice and the Raja once since the communication was made, without any notice being taken of it, I took occasion yesterday having business with His Highness to open the subject. The Raja hardly allowed me to finish the sentence I had begun when he abruptly interrupted me, by saying the schoolmasters would be of no use here since the people had determined not to allow their children to be instructed by them on which I merely observed that, it was of no consequence as the men were required in our Provinces, and had only been sent here purely out of compliment to his Highness.

3rd. I am happy, however, to inform you that His Highness is by no means unmindful of the great advantages of education to all classes. He has long established a private school in the Palace wherein are fifteen of his own relations. Besides, which, there are no less 43 schools at which

505 boys attend daily, in other parts of this small town; and I find on enquiry that all towns and a few villages even are with schools so that the rudiments of education as far as mere reading and writing go are tolerably widely diffused. Simple and instructive books, however, are much wanting, and this Government seems well disposed to encourage their introduction.

4th. The schoolmasters have been instructed to repair to Poona to receive your instructions.

I have etc,  
/Signed/ John Briggs,  
Resident.

To

The Secy. to the Hon'ble the Govr,  
POONA.

A True copy

Newnham  
Secy. to the Hon'ble the Govr.

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No. 3 of 1826.

To

L. R. Reid Esqre,  
Acting Secretary to Government.

Sir,

I am directed to transmit to you, to be laid before the acting President in Council, copy of a letter dated the 12th Instant from the Resident at Sattara on the reception of the two teachers sent to him by the Native School Book Society.

The Hon'ble the Governor directs me to state that no attempt should be made to force the Teachers on the Raja, and that the Society should be requested to employ them somewhere else. It is, however, a proof of the necessity of caution when a prince so much accustomed to confide in the British Government as the Rajah of Sattara, shews such a distrust of its teachers.

I have the honor to be,  
Sir,

Your most obedient servant,  
W. Newnham

POONA,  
17th July 1826.

Secretary to the Hon'ble the Govr.

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128

**Extract from the Bombay Secretariat Records—E.D. Volume 2 of 1826, pp. 679-682.**

Letter dated 13-9-1826 from the Acting Secretary to Government, Bombay, to the Collector at Surat.

Subject: *Three qualified teachers deputed to Conduct Schools in the Surat Collectorate; Schools to be under the Superintendence of Collector who is requested to promote the object of their appointment—Spread of Education.*

No. 95 of 1826.

TO

W. Stubbs Esquire,  
COLLECTOR,

at SURAT.

EDUCATION.

SIR,

I am directed by the Hon'ble the Governor in Council to inform you that three Brahmins specified in the accompanying list who have been found qualified to undertake the office of Guzerattee schoolmasters have been attached to Surat.

2nd. These persons are reported qualified in reading and writing their mother tongue correctly as well in the Balbodh character as in the running hand used for business. They likewise possess a respectable acquaintance with its grammatical principles besides thorough knowledge of arithmetic in the European system, and of the improved method of managing schools.

3rd. The Hon'ble the Governor is pleased to grant them a salary of 20 each and has directed them to proceed immediately to Surat at the public expense, which has been defrayed at the Presidency taking with them a set of tables and other publications from the Native School Book and School Society.

4th. On their arrival at Surat you will be pleased to place them in suitable houses to prosecute their labors.

5th. The Hon'ble the Governor in Council feels confident that a large portion of the Native community will derive benefit from the tuition of schoolmasters of the present class which have never before been held out to them. It is not meant to consider the schools over which they may preside in the highest grade for the communication of knowledge but in the middle station between village schools or those of the third order in which the simple rudiments of learning may be imparted to the mass of the population and another class of the 1st order in which the higher



branches of education may be available to those who shew inclination and talent to prosecute their studies.

6. The Hon'ble the Governor in Council is pleased to place the schools under your superintendence at present and expresses his reliance that you will exert yourself to promote the object of their appointment.

BOMBAY CASTLE,  
13th September 1826.

I have the honor to be,  
Sir,  
Your most obedient servant,  
Acting Secretary.

The same with necessary alteration to the Collector of Ahmedabad  
Kaira & Broach.

## 129

### Extract from the Bombay Secretariat Records—E.D. Volume 2 of 1826, pp. 731-33.

Report dated 25-9-1826 from the Collector of Ahmednagar to the Secretary with the Hon'ble the Governor.

Subject: *Report in connection with the establishment of four schools—two at Nuggur and two at Nassick; Arrival of Masters and measures for the promotion of education.*

TO

WILLIAM NEWNHAM Esquire,  
Secretary with the Hon'ble The Governor,

SIR,

Reporting the  
arrival of school  
masters from the  
Society.

2 established at  
Nasick.

2 at Nuggur.

Measures for the  
promotion of the  
object.

Superintendence  
undertaken by a  
Committee of  
Natives.

I have the honor to acquaint you that 4 school-masters arrived here on the 11th July last from the Bombay Native School Book and School Society with a letter from the Secretary enclosing copies of communications between the Society and Government on the subject of education; and in consequence of these letters two of the number were sent to Nasick and two were retained here.

I appointed a day, and requested the attendance of the principal natives to whom I explained the objects of the Society, distributed a few copies of the books forwarded to explain in particular the method of teaching as well as the subjects taught and on finding that these were very generally approved of I requested them to nominate a certain number from among themselves to superintend the teachers which was agreed to and five persons agreed to undertake this duty.

Number of scholars  
and sudden dimi-  
nution.

After this arrangement scholars flocked to the Schools, and in a few days there were 40 in one and 50 in the other but the former Teachers perceiving that their trade was in danger spread ridiculous reports of our intentions, which caused many of the pupils to be withdrawn ; but as no notice was taken of this they have since increased again to nearly the same number of 90 in the two schools ; and I hope the superior progress of the children will soon become apparent and induce the people to take an interest in the cause.

subsequent  
increase.

Houses hired and  
petty supplies  
furnished.

The letters from the secretary to the Society did not communicate any instructions respecting providing accommodation, or articles required for the schools but I have hired for the present houses at the rate of 14 Rs. per month and request the sanction of Government to this charge as well as the expense of making boards for pasting papers on and other petty charges as per accompanying memorandum amounting to Rs. 484-3-51.

2 houses for Nugur  
at Rs. 5 each and  
2 do. for Nasick at  
Rs. 2 each.

Ahmednuggur  
Collrs. Office.  
25th September 1826.

I have the honor to be etc.  
/Signed/ John A. Dunlop,  
Collr.

*MEMORANDUM of expenses incurred in making the following articles  
required for the use of 4 schools.*

*Two schools in Nuggur*

404	Teak-wood boards at 99 reas per each	...	99.	3.96
224	Ditto. Ditto. 119 do.	...	66.	2.59
150	Ditto. Ditto. 150 do.	...	56.	1. -
2	Ditto. Stands and 2 Planks.	...	22.	2.13
				<hr/>
				245. 1.65
21	China Inkhorn	...	-.	3.78
	Ironwrought for chests	...	-.	1.28
3	Pad Locks	...	1.	1. -
1½	Seer Gum	...	2.	1.50
2	Brooms	...	-.	.17
1	seer Chalk	...	-.	.80
				<hr/>
				3. -.53
				<hr/>
				248. 2.18

*Two Schools in Nassick.*

243	Teakwood boards.	at 150 reas per each	...	91.	.50
147	Ditto.	Ditto. „ 119	Ditto	...	43. 2.93
410	Ditto.	Ditto. „ 99	Ditto	...	101. 1.90
				236.	1.33
				Rupees	... 484. 3.51

(True Copies).

W. Newnham  
Secy. to the Hon'ble the Governor.

Ahmednuggur Collector's Office,  
25th September 1826.  
Errors Excepted.  
/Signed/ J. A. Dunlop.  
Collector.

**130 \***

**Extract from the Bombay Secretariat Records—E.D. Volume  
2 of 1826, pp. 385 to 388 and page 399.**

Report dated 6-6-1826 from the Secretary to the Bombay Native School  
Book and School Society to the Secretary to Government, Bombay.

Subject: *Education: Reporting the Qualification of Maratha School  
Masters (12 masters passed the qualifying examination).*

**BOMBAY NATIVE SCHOOLBOOK AND SCHOOL SOCIETY.**

To

JAMES FARISH Esqre,  
Secretary to Government,  
BOMBAY.

SIR,

1. With reference to the 1st Para of Mr. Chief Secretary Newnham's letter of the 22nd January 1825 I am directed to acquaint you for the information of the Hon'ble the Governor in Council that from among a body of Marathas who have been under tuition for the situation of school masters at the Society's Schools, fourteen have been found qualified to undertake the office.

EDUCATION.  
Reporting the  
qualification of  
Maratha School  
masters.

2. The accompanying list shews their names, caste and birth place, as well as their distribution which suggests itself to the Society as most fit, and which it begs to recommend to the notice of Government.

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\* See Documents 43 and 51.

3. The qualification of these men consists in reading and writing their mother tongue correctly, both in Balbodh and Moree, in a knowledge of arithmetic in all its rules, on the European system; a respectable acquaintance with the grammatical principles of their language (a study hitherto incultivated in vernacular dialects), and a competent knowledge of the improved system of managing schools. Taking these acquirements into consideration the Society begs to recommend that Government give them a monthly salary of twenty Rupees and that they be forwarded without loss of time, at the public expense, to their destinations and established in suitable houses to prosecute their labors. The Society will provide each master with a set of its tables and publications.

4th. The Society feels confident that a large portion of the Native community will derive benefits from the tuition of the schoolmasters of the present class, which have never before been held out to them. It does not mean to consider the schools over which they may preside in the highest grade for the communication of knowledge; it would regard them in the *middle* station between village schools, and those of the *third order* in which the simple rudiments of learning may be imparted to the mass of the population and another class of the *first order* in which the higher branches of education may be available to those who shew inclination and talent to prosecute their studies.

5th. From among the scholars educated at the schools of the second order, an efficient body of village schoolmasters may be formed, and from among the masters of the second order of schools who extend their studies and researches, as well as from the Eleves of the Society in Bombay, it may be expected that masters may be selected capable of conducting the schools of the first order.

6th. It is on this plan that the Society proposes providing for the establishment of schools, and desires to recommend the plan to the favorable notice and sanction of the Hon'ble the Governor in Council. The advancement of Native education may eventually call for a greater extension of the branch of the Society's Labors but it refrains from further mention of the subject, till the progress of the schools, and greater experience shall enable it to devise suitable measures for the accomplishments of an end, not certainly of immediate attainment, but certainly to be looked forward to with reasonable expectation.

7th. The Society is still continuing its exertions to provide schoolmasters of the second order above alluded to, both for the Deckan and Goozraut.

8th. It now only remains to point out to Government the absolute necessity for an efficient superintendence of the schools in Goozraut and Deckan, by two English gentlemen acquainted with the language and manners of the natives and zealous in the cause of native education. The time of these gentlemen should be exclusively devoted to the duty of visiting periodically the different schools, holding public examinations of them before the principal authorities, English and Native, of the place where they may be stationed and awarding prizes to proficient scholars, as

well as to the masters who shall prove themselves zealous and diligent in advancing their schools and improving themselves. This suggestion however involves the question of pecuniary disbursements, which the funds of the Society could never meet; and consequently it is to the liberality of Government alone, that the Society can look for provision to give permanency and effect to the second great object to its institution—the preparation of schoolmasters, and the management of schools.

I have the honor to be,

Sir,

Your most obedient servant,

Geo. Jervis,

Secretary to the Society.

BOMBAY,  
6th June 1826.

### BOMBAY NATIVE SCHOOL BOOK AND SCHOOL SOCIETY

*List of Maratha School Masters who have passed examination before the Translating Committee on Friday the 19th May 1826.*

Degree of Merit	Names	Caste	Native of which place	Distribution
1	Dinkar Pant Rannadday	Chetpavan Brahmin	Ravadunda	} Poona
3	Dadjarba Penthay	—Ditto—	—Ditto—	
13	Wyjunnath Punt Kelkar	—Ditto—	Rutnaghuree	
14	Nanna Moghay	Kurrada Brahman	Palke	
6	Raghoonath Shastree Sathay	Chetpavan Brahmin	Ratnaghuree	} Sattarah
10	Bhaskar Punt Kannudday	—do—	Ravedunda	
7	Vishnoopunt Agassay	—Ditto—	Pallee	} Dharwar
9	Balcrushna Punt Godeboday	—Ditto—	Ratnaghuree	
4	Moroba Kallay	—Ditto—	—Ditto—	} Ahmed-nagar.
8	Chimnajee Punt Joglekar	—Ditto—	Ravedunda	
2	Govindpant Jamkhedkar	Dashasth	Nassick	} Nassick
5	Nanna Bhickajee	—Ditto—	—Ditto—	
11	Nanopunt Pundit	—Ditto—	Ulondee	} Dhoolia
12	Nana Abhyankar	Chitpavan Brahmin	Coolaba	

Bombay  
6th June 1826.

Sd/- Geo. Jervis  
Secretary to the Society

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**Extract from the Bombay Secretariat Records—E.D. Volume 2 of 1826, pp. 667-671.**

Report dated 22-8-1826 from the Secretary to the Bombay Native School Book and School Society to the Acting Secretary to Government, Bombay.

Subject: *Education : Reporting the qualification of Goozarattee School Masters (10 masters passed the qualifying examination).*

**BOMBAY NATIVE SCHOOL BOOK AND SCHOOL SOCIETY.**

To

Lestock, R. Revd. Esqr.  
Acting Secretary to Government.

Sir,

1. Referring to the 1st Paragraph of Mr. Chief Secretary Newnham's letter of the 22nd January 1825, I am directed to acquaint you for the *Education.* information of the Hon'ble the Governor in Council, Reporting the that from among a body of Goozarathees, who have qualification of been under instructions for the situation of school Goozarattee School Masters, at the expense and under the superintendence of the Society, ten have been found qualified to undertake the Office.

2. The accompanying list shows their names, Caste and Birth places, as well as the distribution, which seems to the Society most fit, and which it begs to recommend to the notice of Government.

3. The qualifications of these men are of the same nature and extent as those of the Maratha School Masters, which were reported in my letter to Mr. Secretary Farish of the 6th of June last, to consist in reading and writing their mother tongue correctly, as well in the Balbodh character as in the running hand used for business; a respectable acquaintance with its grammatical principles; besides a thorough knowledge of arithmetic on the *European* system and of the improved method of managing schools. The Society therefore solicits for them the same monthly allowance granted to the Marathas of 20 Rupees each and requests they may be directed to proceed immediately at the public expense (a statement of which is enclosed) to their respective destinations, and placed in suitable houses to prosecute their labors. The Society will provide each master with a set of its tables and other publications.

4. The benefits contemplated to the native Community, as stated in the 4th, 5th and 6th Paras of Communication to Mr. Farish above referred to from a Set of Marathas trained to the degree of proficiency reported on, and the arrangements suggested by the Society for the establishment of Three orders of Schools in the Deccan, apply equally to the cases now

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\* See Documents 43 and 51.

brought to the notice of Government and the same provisions and recommendations for ensuring the diffusion of the blessings of Education among the subjects in Goozerat.

5. The Hon'ble the Governor in Council is pleased for the present, as communicated by Mr. Secretary Farish in his letter of the 15th June last, to place the Maratha School Masters under the Superintendence of the Collectors, and while the Society entertains the opinion that the same arrangement will be made for those destined for Goozerat, it desires to represent the additional advantage to be derived from engaging the Judges of the Sudder Adawlut to exercise a general superintendence over the several seminaries for instruction, and reporting periodically on their progress. Every Judge of that Court has evinced a lively interest in the Cause of native education; and the personal exertions of the present Chief of Surat have been particularly conspicuous in aid of it.

6. With respect to numbers the Society has not much cause to *boast at present* of the school masters turned up under its superintendence for the outstations; but the difficulties of persuading men in these the first attempts to go steadily thro' a regular Course of instruction so opposite to their own confused and imperfect system, have been extraordinary. The advantages of our plan are however daily more and more appreciated, and the measures of the Society now in progress for educating other sets of school masters hold out the hope in future of more ample supplies of well educated teachers for the extensive tract of the Country under the Government of the Presidency but on this subject, the Society has further Communication to present shortly hence.

I have the honor to be,

Sir,

Your most obedient Servant,

Sd/- Geo. Jervis

Secretary to the Society

Bombay

22nd August 1826

#### BOMBAY NATIVE SCHOOL BOOK AND SCHOOL SOCIETY

*List of Goozratee School Masters who have passed examination before The Translating Committee on Monday the 14th August 1826.*

Degree of Merit	Names	Caste	Native of what place	Distribution
1	Doorgaram Muncharam	Nagar Brahmin	Surat	} Surat
6	Pran Shunkur Oomanath	Motala Brahmin	Oolpar	
9	Harreeram Dyashunkar	—Ditto—	Mota	
2	Tooljaram Sookhram	Nagar Brahmin	Baesalnuggar	} Ahmedabad.
5	Dhunashwur Sudanund	Girnara Brahmin	Nowanuggar	
10	Gowreeshunkar Krapashankur	Motala Brahmin	Mota	
3	Mookoondram Ashoram	—Ditto—	Oolpar	} Broach
7	Hurruram Ashoram	—Ditto—	—do—	
4	Mayaram Jayshunkur	Motala Brahmin	Oolpar	} Kaira
8	Lukshmee Narrayan Savukram	Motala Brahmin	—do—	

Sd/- Geo. Jervis

Secretary to the Society.